PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i   Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

"To evaluate schools, it has to be wedded to a simple, clear measurement – A, B, C, D, F."
– Indiana Governor Mitch Daniels

Description of A-F
Indiana's state accountability framework uses traditional A to F letter grades to give parents, educators, and students an easy-to-understand system for understanding student performance. At the same time, letter grades provide a heightened awareness of school performance in local communities throughout the state.

Prior to the 2010-11 school year, Indiana's framework used an inscrutable labeling system illustrated in the table below:

Current Labels	Old Labels (Prior to 2010-11)
A	Exemplary Progress
B	Commendable Progress
C	Academic Progress
D	Academic Watch
F	Academic Probation

When IDOE initially introduced letter grades, many schools and school districts that previously gave no pause to being labeled under the old system became vehemently vocal about the new one. As an example, a school could have been in "Academic Progress" for years without protestation, yet once that same school was labeled a "C," the outcry was fervent and immediate. A stunning ripple effect has occurred in local communities throughout the state as parents and civic groups have begun coalescing around and taking a greater interest in the quality of their schools. The amplified attention to school and student performance would have never happened without the shift to letter grades. The impact has been profound, prompting all stakeholders to ask difficult questions about increasing academic achievement and raising instructional quality within Indiana's schools.

Beginning with the 2011-12 school year, the A-F grading system will utilize an enhanced methodology that offers a more comprehensive analysis of school performance. This new analysis lends itself to a more meaningful accountability system that is better designed to differentiate, recognize, and support schools across the state. The new methodology reflects several core principles:

- All students can and should learn <u>at least</u> a year's worth of knowledge in a year's time.

- Student growth is a better measure of effectiveness than is absolute performance. Growth is also the best way to provide for the differentiated recognition of teachers and schools.

- Student achievement and school performance, including the closing of achievement gaps, are strongly correlated to effective teaching and leadership.

- Effective teaching makes a difference in how much a student learns, and how much a student learns is a measure of effective teaching.

- A heavy emphasis on accountability is necessary to create a system that supports the increase in the quality of instruction for students.

Indiana's A-F system is comprised of an elementary/middle schools model and a high schools model. Both models look at the performance and progress of students over time for all students and all subgroups. A key component of the model is a newer and more efficient way to track the proficiency and progress of traditionally underperforming subgroups and other low performing students by creating a super subgroup that analyzes the bottom 25% of students throughout the state. Focusing on this super subgroup coupled with utilizing Indiana's revolutionary Growth Model is far more effective at shining a light on exactly where the achievement gaps are occurring and for whom than was the case for subgroups as traditionally contemplated. Indiana believes this bold approach to subgroup identification (i.e. *all* schools have a bottom 25%) promises to directly attack the intractable issue of achievement gaps in a way many states would be more hesitant to utilize. That said, Indiana's proposed approach does not abandon the value provided by traditional ESEA subgroups. In fact, the state intends to leverage traditional subgroups as a transparent "check" to further ensure no students slip through the cracks (this new check is described later in this section).

Moreover, Indiana's demographic outlay is such that hundreds of schools have significant traditionally underperforming student populations but too often those same schools have multiple subgroups that do not meet the 30 student count threshold to allow for accountability (e.g. 25 Hispanic students, 28 Black students, 18 Special Education students). As a result, too many underperforming students are slipping through the cracks and falling off the accountability grid. This oversight by the traditional, static definition of subgroups is simply unacceptable. In fact, utilizing the current AYP accountability system under NCLB has resulted in a very modest narrowing of the achievement gaps in Indiana:

Cumulative Percentage Change (Narrowing) of the Achievement Gap in the Past Five Years Under Current NCLB Methodology		
	Change in E/LA Gap	Change in Math Gap
Top 75% Subgroup vs. Bottom 25% Subgroup	-4%	-3%
White Students vs. Minority Students	-3%	-2%
Paid Lunch vs. Free/reduced Lunch Students	-2%	-1%
General Education vs. Special Ed Students	-4%	-5%
Not ELL vs. ELL Students	-4%	-3%

Indiana's accountability model is designed with greater ambition to demonstrably narrow the achievement gaps of traditionally underrepresented students with more pronounced effect. The backbone of the state's solution couples the benefits of both the bottom 25% super subgroup *and* ESEA subgroups.

Working under the new AMOs, Indiana expects to have the following narrowing of achievement gaps by 2020:

Cumulative Percentage Change (Narrowing) of the Achievement Gap over the Next Eight Years Under Indiana's New Accountability System		
	Change in E/LA Gap	Change in Math Gap
Top 75% Subgroup vs. Bottom 25% Subgroup	-24%	-34%
White Students vs. Black Students	-12%	-13%
White Students vs. Hispanic Students	-9%	-10%
Paid Lunch vs. Free/reduced Lunch Students	-13%	-15%
General Education vs. Special Ed Students	-14%	-15%
Not ELL vs. ELL Students	-12%	-9%

The shift from a singular focus on traditional ESEA subgroups to now include the bottom 25% subgroup is necessary to achieve the goal of NCLB. The original intent of NCLB was to ensure that all students, regardless of race, background, or any educational disadvantages are performing at high levels and that the persistent achievement gaps that exist between different student populations are closed. Unfortunately, little progress has been made with the sole emphasis on traditional ESEA subgroups. The time has come for a more aggressive approach.

Rather than solely focusing on traditional subgroups, Indiana proposes to use them as a transparent safeguard to ensure Special Education students, English Language Learners, and other subgroups that have historically been marginalized are not permitted to slip through the cracks. To be clear, schools and LEAs will still be held accountable for the performance and improvement of their students that fall into traditional ESEA subgroups. Indiana will continue to report the progress these individual subgroups make towards meeting the state's AMO and require schools and LEAs to provide targeted interventions (outlined in the School Improvement Plan) for any ESEA subgroup that is not meeting the AMO and closing the achievement gap on each metric (E/LA, math, graduation rate, and college and career

readiness), ensuring no children are left behind.

Indiana's new and dynamic super subgroup enables the state to ensure every student is now calculated in each school's accountability because <u>every school has a bottom 25%</u>. Data show that traditionally underperforming students in Indiana comprise a majority of that bottom 25% population. Indiana schools must improve the proficiency levels and demonstrate significant growth for the new super subgroup, without ignoring ESEA subgroups, to receive an acceptable mark on the state's new A-F grading scale. Notably, IDOE has run data, shown later in this section, that illustrate the strong potential for a dramatic narrowing of Indiana's achievement gaps as a result of this focus on the bottom 25%.

More information about the details of the A-F models is included as Attachments 13 and 14. Please note that some information located in Attachment 14 relating to student exclusions has been updated since Indiana's original ESEA Flexibility request was submitted. That piece of the attachment is no longer reflective of this request.

Creating incentives for a focus on the students who need the most support

A cursory glance at Indiana's new A-F model shows the system awards equal points for significantly high student growth in either the bottom 25% or top 75% student subgroups. However, it is three times more difficult to receive the grade point bonus for exhibiting high growth for the top 75% subgroup than it is to receive the bonus for the bottom 25% subgroup. The model is intentionally built to provide an incentive for schools and LEAs to focus on the success of their bottom 25% student population, including ESEA subgroups. This incentive is described below.

Initially, schools receive preliminary E/LA and math scores (grades) based on the total number of students scoring proficient on the annual mandatory assessments (ISTEP+, ISTAR and IMAST). Next, the bottom 25% and top 75% subgroups are equally weighted as potential bonuses to augment a school's proficiency score (grade) on E/LA or math.

For example, if 40% of students in either subgroup (bottom 25% or top 75%) show high growth, the school receives a 1.00 point (one grade level) increase on its preliminary E/LA or math proficiency score. In a school of 100 students, it has 25 students in the bottom 25% and 75 students in the top 75%.

    i. 40% of 25 = 10
    ii. 40% of 75 = 30

This sample school must have ten of its bottom 25% students show high growth to receive the 1.00 point increase, or it must have thirty of its top 75% students show high growth to receive the increase (or it may achieve high growth for both subgroups and receive 2.00 points in increases). Which subgroup would a principal or superintendent target first?

In Indiana's Growth Model, every student's state assessment result on ISTEP+ is compared to every other student in the state that scored at the same scale score from the prior year, and then each student is plotted in one of three norm-referenced categories (low, typical, or high) based on relative growth to his/her academic peers. Regardless of whether a student is low performing (e.g. 200 scale score) or high performing (e.g. 780 scale score), it is equally challenging for students at every proficiency score to achieve high growth. It is three times more difficult to earn the high growth bonus for the school's top 75% population (in the example provided above, 30 students hitting the target) than it is to earn it for the bottom 25% population (in the example provided above, 10 students hitting the target). This 3:1 ratio exists at all schools with four or more students assessed for growth.

With this ratio in mind, an administrator would likely focus more attention and resources on the bottom 25% subgroup. The rational focus on the bottom 25% has the added bonus of moving more students over the proficiency bar, which improves the school's overall grade.

Additionally, if this sample school neglects its bottom 25% and enough of those students show low growth on the state assessments (compared to their academic peers) along with some of the top 75% group showing low growth, the school would receive a 1.00 point reduction in its E/LA or math score.

In sum, Indiana's new accountability model creates an incentive for all schools and LEAs to focus greater attention and energy on the bottom 25% subgroup, without ignoring ESEA subgroups. This incentive is designed to engender a dramatic increase in proficiency rates across all of Indiana's traditionally and non-traditionally underperforming populations, especially Special Education students and English Language Learners that may have been overlooked under the old AYP model.

Description of the Indiana Growth Model
Notably, the Elementary and Middle School model is built on the trailblazing Indiana Growth Model, which the State Superintendent described as the "game-changer" with regard to school accountability. Indiana has been at the nation's forefront in ensuring that student progress, or growth, over time provides the foundation for recognizing and supporting student and school performance.

Based on the innovative work initiated in Colorado and developed in partnership with the National Center for the Improvement of Educational Assessment (NCIEA), the Indiana Growth Model is a statistical model used to calculate student progress, or growth, on state assessments. The Indiana Growth Model fundamentally re-conceptualizes the state's accountability system in two key ways:

1. Growth shines a spotlight on the closing of achievement gaps

2. Growth promotes a focus on all students and not just the "bubble kids"

Moreover, the Indiana Growth Model allows for an unprecedented level of public disclosure of information about individual student, school, and district performance. IDOE is committed to focusing educational reform and school improvement efforts around the Growth Model to raise student achievement for every student and close achievement gaps.

The Growth Model also enables parents, teachers and administrators to understand how individual students are progressing from year to year. This capability is not insignificant, as prior to the implementation of the Growth Model, classroom teachers were the only ones who knew anything about a student's progress. Now, for the first time, student progress is being made transparent to a broader array of education stakeholders in an easy and readily accessible format. Based on where each individual student begins, IDOE expects all students to achieve at least one grade level of growth in an academic year.

More information about the Indiana Growth Model is included as Attachment 15.

During the 2014-15 school year, Indiana will transition to a new college and career ready assessment. The transition will present challenges in the Accountability A-F system, specifically concerning the Growth component. The Department of Education, in collaboration with the Governor's Center of Education and Career Innovation and national growth experts, has reviewed a comprehensive list of potential growth measures to assess the availability and challenges of each solution. After careful consideration, the Department recommends that the Accountability A-F system continue to use a component of the Indiana Growth Model in 2015 to establish the percent of students achieving Low growth and High growth in the defined sub-group categories. Growth status designations will be achieved using the Indiana Growth Model analyses in conjunction with an equi-percentile concordance to establish a link between the scale on the old assessment and the scale on the new assessment. The resulting status aligns with both Indiana Administrative Code and NCLB Flexibility. Utilizing a component of Indiana Growth Model in 2015 Accountability A-F also provides a level of consistency to the system and eliminates frequent substantive changes which could ultimately undermine confidence in the accountability system.

Implementation Plan
Indiana is on track to implement its accountability plan way ahead of the 2012-13 school year. In fact, the A-F category labels were implemented with the 2010-11 school year and will be updated with the following metrics for 2011-12:

Elementary and Middle Schools
- ➢ Student achievement (English/Language Arts and Mathematics)
- ➢ Student growth
  - ▪ The growth of students in the bottom 25%
  - ▪ The growth of the remaining 75% of students

High Schools

- ➢ Student performance and improvement on the mandatory End-of-Course Assessments

    - ▪ English 10

    - ▪ Algebra I

- ➢ Graduation rate

    - ▪ Four-year

    - ▪ Five-year

- ➢ College and career readiness

    - ▪ Advanced Placement (AP) exams

    - ▪ International Baccalaureate (IB) exams

    - ▪ Dual/Concurrent Enrollment college credits

    - ▪ Industry Certifications

The targets, or cut scores, for each of these metrics is aligned with "90-25-90" goals, established in 2009:

- • 90% of students pass the Mathematics and English/Language Arts portion of the state's annual assessments (*ISTEP+ and ECAs*)

- • 25% of graduates pass an AP or IB exam or earn college credit during high school

- • 90% of students graduate with a meaningful diploma

The points awarded for each of the targets (indicators of achievement) are as follows:

E/LA and Math Assessments

90.0 – 100.0%	=	4.00 points
85.0 – 89.9%	=	3.50 points
80.0 – 84.9%	=	3.00 points
75.0 – 79.9%	=	2.50 points
70.0 – 74.9%	=	2.00 points
65.0 – 69.9%	=	1.50 points
60.0 – 64.9%	=	1.00 points
0.00 – 59.9%	=	0.00 points

College and Career Readiness

25.0 – 100%	=	4.00 points

18.4 – 24.9%	=	3.00 points
11.7 – 18.3%	=	2.00 points
5.0 – 11.6%	=	1.00 points
0.0 – 4.9%	=	0.00 points

Graduation Rates:

90.0 – 100.0%	=	4.00 points
85.0 – 89.9%	=	3.50 points
80.0 – 84.9%	=	3.00 points
75.0 – 79.9%	=	2.50 points
70.0 – 74.9%	=	2.00 points
65.0 – 69.9%	=	1.50 points
60.0 – 64.9%	=	1.00 points
0.00 – 59.9%	=	0.00 points

As described earlier in this application, the development of Indiana's A-F accountability model was an eighteen-month process that incorporated input from numerous educational stakeholders. The state's rule-making process for A-F was initiated by the State Board of Education on November 7, 2011. The final rule was published in spring 2012, which provides sufficient time for 2011-12 implementation.

Accountability System Review

In order to inform accountability system revisions for the 2015-16 school year, Indiana has engaged in an accountability system review lifecycle. Indiana has taken a comprehensive approach to the review of the accountability to ensure the following key components are delivered:
1. Engage education policymakers and designated policymakers representatives to the review existing accountability system to identify strengths and possible opportunities for improvement.
2. Coordinate resources including best practice information from other states, nationally recognized experts in growth and accountability, state workforce and higher education subject matter experts, and data analysis to allow for informed consideration of accountability systems and recommendations for system revisions.
3. Expand the implementation plan to include a statewide data pilot prior to final release.

Indiana policy leaders partnered to create a system for accountability review. An Accountability System Review Panel (Panel) was created by a Memorandum of Understanding (MOU) entered into by the Governor, the Speaker of the House, the President Pro Tempore of the Senate, and the State Superintendent of Public Instruction. The Panel was tasked with the following objectives:
1. Make recommendations regarding the A-F accountability system, including

recommendations regarding measurements based on individual academic performance and growth to proficiency and avoiding recommendations based on measurement of student performance or growth compared with peers.

2. Consider a wide range of data in making its recommendations.
3. Examine other states' accountability systems to look for innovative solutions.
4. Ensure the fairness of any recommended accountability system.
5. Compose a final report with recommendations no later than November 1, 2013.
6. Exist until after the deadline for such report until December 31, 2013, for the purpose of receiving and investigating any clarifying questions posed by the State Board of Education, the Indiana Department of Education, the Governor, the House, or the Senate, unless otherwise extended or disbanded by the terms of the MOU.

The Panel met thirteen times between September 19, 2013 and September 22, 2014, first defining then refining recommendations for an accountability system revision. Department and Board staff worked closely with the Panel to provide information and resources for the Panel to consider. Subject matter experts at the state and national level were secured to provide insight, best practice, and points for consideration.

The Panel started by reviewing accountability history at the state and federal level as well as lessons learned during the 2012 implementation of the A-F accountability system. Next the Panel examined the parameters and values for an accountability system. The distinction was made between a requirement for an accountability system and a statewide value for a system. While staff provided the requirement guidelines, the values were established by the Panel through a series of exercises. This categorization allowed the Panel to ensure compliance in a system while also identifying what was fundamentally important to education stakeholders in Indiana. Accountability and growth models from other states were considered for innovative solutions. The Panel then identified the various data elements which were desirable for an accountability system. In addition, accountability sections or domains were identified based on the values of the Panel. Each data element was deliberated and either recommended for inclusions, dismissed, or shelved for further discussion. The elements were then identified as indicators in accountability domains to determine an overall framework. Each framework option was presented with multiple iterations of data analysis for consideration. The Panel further considered the significance of each domain within the framework based upon the value statements established earlier in the process. The Panel voted on final recommendations for the overall framework and each of the included domain areas.

The Panel presented the initial recommendation to the State Board of Education on November 8, 2013. A final refined recommendation was then presented to the Board by the Panel on October 1, 2014. Between Panel presentations, the Department and Board staff provided periodic updates to the Board concerning progress, considerations, and overall status. After the Panel presented final recommendations, the Department and Board staff as well as subject matter experts presented monthly to the Board between October 2014 and January 2015 to

seek additional guidance and clarification concerning the accountability system. On January 7, 2015, the Board adopted initial rule language concerning a revised A-F Accountability system. The final adoption of the revised rule is to be determined. Public hearings and comments are scheduled to allow additional feedback concerning rule language. Daily hearings are scheduled for February 25-27, 2015 and public comment submissions are open through March 13, 2015. Throughout the rulemaking process, Department will continue to prepare comprehensive implementation plan including professional development and pilot data calculations.

Timeline
1) Accountability System Review Panel
   a. Initial meeting September 19, 2013.
   b. Closing meeting September 22, 2014.
   c. The panel met 13 times first defining then refining recommendations for an accountability system.
2) Panel recommendations to the State Board of Education
   a. Primary recommendation presented November 8, 2013.
   b. Final recommendation presented October 1, 2014.
   c. The Panel members presented their recommendations on 2 occasions.
   d. Between Panel presentations, the Department and Board staff provided periodic updates to the Board concerning progress, considerations, and overall status.
3) State Board of Education further refined the Panel recommendation
   a. Initial discussion October 1, 2014.
   b. Adoption of initial rule language January 7, 2015.
   c. The Department and Board staff as well as subject matter experts presented monthly to the Board to seek additional guidance concerning the accountability system.
4) Additional stakeholder input is being considered through the rulemaking process.
   a. Adoption of initial rule language January 7, 2015.
   b. Final adoption of rule to be determined.
   c. Public hearings and comments are scheduled to allow additional feedback concerning rule language.
      i. Daily hearings are scheduled for February 25-27, 2015.
      ii. Public comment submissions are open through March 13, 2015.
5) Prepare comprehensive implementation including professional development and pilot data calculations.

Review Expectations of Accountability System Review		

Examine Accountability Background		
Review Accountability History	Examine Architecture of Accountability	Establish Lessons Learned

Establish Parameters and Values	
State and Federal Requirements	Indiana Accountability Values

Define Accountability Options		
Evaluate State Models	Review Current Indiana Models	Record Elements

Select Accountability Framework and Components		
Outline Accountability Sections	Select Models for Data Runs	Establish Weights for Sections

Refine Criteria and Measures		
Define Significance of Sections and Factors	Complete Data Runs for Models	Identify Accountability Conditions

Create Accountability System Deliverables	
Form Administrative Rule Language	Generate Implementation Guidelines

Accountability review process

<u>Closing Achievement Gaps</u>

Indiana is placing additional focus on closing achievement gaps. Schools that are not demonstrating that gaps in subgroup performance and graduation are closing cannot be awarded the highest accountability designation in the state. In order to provide a metric for measuring gap closure, the Department has reviewed best practice in other states as well as engaged the accountability stakeholder advisory group. A primary focus on selecting this metric was to ensure urban and low income schools do not experience bias in the calculation. For this reason, the Department has recommended the use of Annual Measurable Objective in each subgroup. A school who receives the highest category rating through the accountability calculation must either meet the Annual Measurable Objectives for each subgroup or show that the gap is closing through growth or achievement increases. Any school not meeting these criteria will not be placed in the highest level category.

<u>The bottom 25%: the new "Super Subgroup"</u>
Indiana's accountability system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students. Based on research conducted by IDOE, Indiana is confident that this bold new system recognizes top performers, targets support to those who struggle, and provides a renewed

focus on addressing achievement gaps.

The accountability system's attention to the bottom 25%, while incorporating the benefits of ESEA subgroups, reflects the state's commitment to bridging the gap between the highest and lowest performers. Addressing these stubborn achievement gaps is a precondition to significantly raising student achievement and school performance across the state. IDOE has been able to identify the traits of students that makeup the bottom 25% of student achievement on the state's annual assessment (*ISTEP+*) as defined by scale score at each grade level. IDOE has examined a combination of one-year and three-year results of both the lowest performers in English/Language Arts (ELA) and mathematics to be sure our system directly attacks this problem.

Key characteristics of the bottom 25% include the following:
- 40% minority, compared to 12% of the total student population
- 70% receive free or reduced priced meals, compared to 47% of the total student population
- 28% receive Special Education services, compared to 15% of the total student population
- 10% are Limited English Proficient (LEP), compared to 5% of the total student population

Additionally, nearly 60% of all Special Education and LEP students fall into this bottom 25% subgroup. The remaining 40% of these students that fall into the top 75% subgroup are Special Education students with high cognitive functions and LEP students who are nearly classified as English Proficient; these students have proficiency rates on the state assessments that are dramatically higher than their traditional subgroup peers and exceed the state average.

It is important to note that *every* school in the state of Indiana has a bottom 25%.

The bottom 25% students historically pass the state assessment at a rate 50% lower than the top 75% population. Students in the traditional subgroups that are not included in the bottom 25% population, though still included as part of the state's overarching accountability framework, have a cumulative proficiency rate of 90%:

ESEA Subgroup Performance and Representation in the Bottom 25% Subgroup				
	% of Subgroup in Bottom 25%	Proficiency Rate	% of Subgroup in Top 75%	Proficiency Rate
American Indian	34%	8%	66%	90%
Asian	19%	11%	81%	98%
Black	51%	11%	49%	91%
Hispanic	43%	13%	57%	93%
White	20%	14%	80%	94%
Free or Reduced Lunch	36%	12%	64%	92%
Special Education	59%	7%	41%	70%
English Language Learners	57%	13%	43%	83%

These data reaffirm Indiana's assertion that subgroups should be targeted based on performance rather than just demographics. The relentless focus on performance reflects how serious Indiana is about not just closing achievement gaps but eliminating them outright. It would be accurate and compelling to observe that Indiana's proposed system leverages the bottom 25% super subgroup and the traditional ESEA subgroups to vigorously attack the gaps for historically marginalized populations, especially Special Education students and English Language Learners.

More information about the bottom 25% is included as Attachment 16.

Merging State (P.L. 221) and Federal (AYP) Accountability Systems
Since 2009, student performance on the statewide assessment has steadily risen each year. At the same time, state and national expectations continue to rise for our schools and students. Within the context of heightened accountability, Indiana has shifted to an A-F system as part of an ongoing effort to align the state's accountability measures with twenty-first century demands and to ensure all Indiana students graduate from high school well-prepared for college or career.

Public Law 221-1999 (P.L. 221) is Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 – prior to the federal No Child Left Behind Act of 2001 – the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories (A, B, C, D or F) based upon student performance and growth data from the state's mandatory ISTEP+ and End-of-Course Assessments (ECAs), graduation rates, and college and career readiness indicators. Student performance and improvement on Indiana's alternative assessments, ISTAR and IMAST, are also included in the calculations of school and LEA results.

Schools in the lowest P.L. 221 category ("F") face a series of interventions designed to provide the additional support needed to improve student achievement. IDOE is pushing an amendment to P.L. 221 this current legislative session to include "D" schools as well. A chart describing these interventions (current and proposed) is located in 2.D.iii. These interventions become more serious the longer schools remain in the bottom category. Moreover, Indiana's proposal contemplates a series of supports for struggling schools to be provided far ahead of the more severe sanctions prescribed under state law. These supports are described in greater detail in 2.D.iii.

One of the key obstacles to student achievement and school performance in our state has been the confusion between P.L. 221 and AYP (i.e. state versus federal accountability). While there is some overlap in the metrics utilized, the two systems are unique enough that it has become customary for the State Superintendent to make "two announcements" each year with regard to school performance – one about how schools fared under P.L. 221 and a separate announcement about AYP status.

Indiana is seeking approval of the state's new accountability system – transparent letter grades coupled with an aggressive timeline for state support and intervention – to fulfill federal accountability requirements. This flexibility would allow Indiana to make one annual announcement about school performance, thereby providing clearer information to schools and educational stakeholders while eliminating any conflicting messages about state or federal expectations for schools and educators.

2.A.ii   Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Insert text for Option B here.

2.B   SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the	☐ Set AMOs that increase in annual equal increments and result in 100 percent of	☒ Use another method that is educationally sound and results in ambitious but

percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Explanation for Option C

Indiana elected option 'C' to create "ambitious but achievable AMOs for all LEAs, schools, and subgroups." Indiana's proposed AMO would greatly increase proficiency rates across the state while holding more schools accountable for more students in traditional subgroup populations than option 'A' or 'B' would have allowed.

By selecting option 'C,' Indiana will have a proficiency rate that is 10% higher than under option 'B,' while also greatly increasing the state's graduation and college and career readiness rates, which would have otherwise been unaffected by the AMO under the alternative options. Indiana's AMO will also lead to more accountability for traditional subgroups while concentrating efforts on all historically underperforming students.

Indiana proposes a model that provides grades and targets for each of the following groups: overall, bottom 25%, top 75%, and ESEA subgroups as described in NCLB 1111(b)(2)(C)(v)(II). Each school and LEA will receive an overall grade for each of these subgroups and a breakdown of the results on each of the variables measured in the grade. Consequences and rewards will be associated with the outcomes of each of those subgroups meeting the annual measures of achievement based on the letter grade, improvement to proficiency on the statewide targets (90-25-90) for each metric (E/LA, math, graduation rates, and college and career readiness), and closure of achievement gaps.

With a concerted focus on a new super subgroup, the bottom 25%, Indiana will see a greater impact (20% increase in proficiency rates and 20% decline in the achievement gap), touch more students (see table below), and target additional resources to the students that need them the most. Indiana's proposed AMO is the only option that specifically addresses the lowest achieving students and promotes high student growth and proficiency improvement from this population. As a result, Indiana's AMO will have a greater impact than any of the alternatives.

Comparison of percentage of Indiana schools held accountable for student performance by traditional subgroup: Option 'A' or 'B' vs. Indiana's New AMO		
Traditional ESEA Subgroup	Under Option 'A' and 'B'	Under Indiana's AMO
American Indian	0%	16%
Black	23%	62%
Asian	3%	31%
Hispanic	22%	71%
White	91%	97%
Free/Reduced Priced Lunch	90%	99%
Limited English	19%	59%

Proficient		
Special Education	57%	99%

As an example, in 2011, 57% of all schools were assessed in AYP in the special education subgroup. Under Indiana's proposed AMO, 99% of all schools in 2011 would have had special education students captured in the bottom 25% super-subgroup. This translates into an additional 42% of schools that would have been held accountable for their special education students. Indiana's proposed AMO represents a far more aggressive approach to identifying and eliminating achievement gaps for all subgroups.

Indiana knows that focusing on the bottom 25% super subgroup will produce far greater results than the current AYP, previous state model, or Options 'A' or 'B' would produce. However, to ensure no students slip through any cracks, Indiana will continue to report the progress ESEA subgroups make towards meeting the state's AMO and require schools and LEAs to provide targeted interventions for any subgroup that is not meeting the AMO and closing the achievement gap.

AMO Methodology
Indiana's accountability model encompasses not only state assessment proficiency levels but also a number of other school and district level indicators to ascertain a clear and comprehensive view of performance. As a result, Indiana has outlined the following AMO that defines a proficient school:

Each Indiana school, LEA, and subgroup within each school must receive an 'A' or improve by two letter grades by 2020 in each component of Indiana's state accountability model **and hit the proficiency targets outlined below for each ESEA subgroup** for each metric**.** Additionally, each school and LEA must show dramatic progress in the closure of the achievement gap for each ESEA subgroup (see the chart in 2.D.iv titled, *Indiana's Proposed School Accountability System: Synergy of State and Federal*). Each school and LEA must meet Indiana's 90-25-90 goals or improve by two letter grades in English, Math, College & Career Readiness, and Graduation Rate for the overall group and each subgroup**.** This is an ambitious and achievable goal that reflects the state's commitment to ensuring more students are on track for college and careers.

A school or LEA assigned a grade other than an 'A' for the 2011-12 school year must do the following:
- Receive a school grade of an 'A' or improve at least one letter grade in each area over the next three ensuing years; AND
- Improve by two letter grades by 2020

Every school and LEA must do the following:

- Make adequate annual progress on each measureable objective for each metric

for each subgroup as outlined in the state targets and demonstrate closure of achievement gaps

Timeline

- 2012 – A new baseline grade will be established for each school and LEA, and the subgroups within each school and LEA, based on the grade received for the 2011-12 school year.
- 2015 – Each school is expected to receive an 'A' or improve by one letter grade from the 2012 baseline grade for all students (overall) and each subgroup within the school or LEA and meet or exceed the state proficiency targets for each subgroup for each metric.
- 2020 – Each school and LEA is expected to receive an 'A' or improve by two letter grades from the 2012 baseline grade for all students (overall) and each subgroup within the school or LEA and meet or exceed the state proficiency targets for each subgroup for each metric.
- Annually – Each school and LEA is expected to meet or exceed the state targets for each subgroup for each metric and demonstrate closure of achievement gaps.

The table below illustrates the expected distribution of school grades across the state based on the new methodology.

Expected School Grades Statewide based on AMO			
	2012	2015	2020
A	28%	58%	73%
B	19%	16%	16%
C	26%	16%	11%
D	16%	5%	0%
F	12%	5%	0%

Notably, Indiana has set a goal of significantly reducing the number of 'D' and 'F' schools. If the AMO is met by 2020, Indiana could expect a 20% decline in the achievement gap. Additionally, Indiana would expect to have at least 90% of all students passing the state assessment – consistent with the "90-25-90" goals Dr. Bennett has established.

Although Indiana has realized steady improvement on ISTEP+ scores since 2009, the passage rate is currently at 71%. Through the proposed AMO, that rate will increase by 20% by 2020. Indiana is switching the focus from static subgroup performance and the accompanying limitations to the performance of each school's bottom 25% student population while still holding each school and LEA accountable for the performance of students belonging to traditional ESEA subgroups (as outlined in Indiana's AMO). Specifically, ESEA subgroups will serve as a transparent check against the bottom 25% – and schools and LEAs will be required to address any gaps in their School Improvement Plans – to ensure subgroup performance is

not masked in instances where the bottom 25% as a whole may show solid growth.

Indiana believes this shift is essential to unleash the potential of schools and school districts to close the gap between the highest and lowest performers. Indiana's bold and aggressive approach provides incentive for schools not only to increase their proficiency levels but also to reward individual student growth. Indiana's AMO and state accountability model encourages schools to continue to grow each student in the school regardless of proficiency level by rewarding schools for getting high achievers to achieve even higher, low achievers to grow more quickly, and all students to grow at or above grade level. This differentiated strategy allows Indiana students and schools to increase proficiency, graduation, and college and career readiness rates at a faster pace than in previous years. Moreover, Indiana believes this formula could serve as a national model for increasing student performance and tackling the persistent gaps in student achievement.

According to the model, when all Indiana schools achieve the stated AMO of earning an 'A' or improving at least two letter grades by 2020, Indiana will see the following aggregate student achievements statewide:

- A proficiency rate of over 90% on the E/LA mandatory assessment
- A proficiency rate of over 90% on the math mandatory assessment
- 40% of all graduates receive postsecondary credit (through AP, IB, or dual credit courses)
- A graduation rate of over 90%

In addition to earning an 'A' or improving by two letter grades by 2020, each school and LEA must demonstrate adequate annual progress on each measurable objective for each metric, or meet the state 2020 target of 90% proficiency, 25% college and career ready, and 90% graduation goal, by each ESEA subgroup as outlined in the state targets in the tables below:

The table below represents Indiana's new statewide AMO for the **overall** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			77%	78%		29%		84%
2012-13			Increase by 2 percentage points	79%	80%	Increase by 2 percentage points	31%	Increase by 2 percentage points	86%
2013-14			Increase by 2 percentage points	81%	82%	Increase by 1 percentage point	32%	Increase by 2 percentage points	88%
2014-15	Three-Year Benchmark	Achieve an 'A' or	Increase by 2	83%	84%	Increase by 1	33%	Increase by 2 percentage	90%

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
		improve by one letter grade from the 2012 baseline	percentage points			percentage point		points	
2015-16			Increase by 2 percentage points	85%	86%	Increase by 2 percentage points	35%	Maintain 90% and continue to improve	91%
2016-17			Increase by 2 percentage points	87%	88%	Increase by 2 percentage points	37%	Maintain 90% and continue to improve	92%
2017-18			Increase by 1 percentage point	88%	89%	Increase by 1 percentage point	38%	Maintain 90% and continue to improve	93%
2018-19			Increase by 1 percentage point	89%	90%	Increase by 1 percentage point	39%	Maintain 90% and continue to improve	93%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 1 percentage point	90%	91%	Increase by 1 percentage point	40%	Maintain 90% and continue to improve	93%

The table below represents Indiana's new statewide AMO for the new **bottom 25%** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			36%	40%		1%		63%
2012-13			Increase by 8 percentage points in ELA and 7 percentage points in Math	44%	47%	Increase by 1 percentage point	2%	Increase by 2 percentage points	65%

Year	Benchmark	Goal	Increase	%	%	Increase	%	Increase	%
2013-14			Increase by 8 percentage points in ELA and 7 percentage points in Math	52%	54%	Increase by 1 percentage point	3%	Increase by 2 percentage points	67%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 8 percentage points in ELA and Math	60%	62%	Increase by 2 percentage points	5%	Increase by 3 percentage points	70%
2015-16			Increase by 2 percentage points in ELA and Math	62%	64%	Increase by 1 percentage point	6%	Increase by 2 percentage points	72%
2016-17			Increase by 2 percentage points in ELA and Math	64%	66%	Increase by 1 percentage point	7%	Increase by 2 percentage points	74%
2017-18			Increase by 3 percentage points in ELA and Math	67%	69%	Increase by 2 percentage points	9%	Increase by 2 percentage points	76%
2018-19			Increase by 3 percentage points in ELA and Math	70%	72%	Increase by 2 percentage points	11%	Increase by 2 percentage points	78%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 3 percentage points in ELA and Math	73%	75%	Increase by 2 percentage points	13%	Increase by 2 percentage points	80%

The table below represents Indiana's new statewide AMO for the new top **75%** subgroup

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			91%	92%		37%		91%
2012-13			Maintain 90% and continue to improve	91%	92%	Maintain 25% and continue to improve	38%	Maintain 90% and continue to improve	92%
2013-14			Maintain 90% and continue to improve	91%	92%	Maintain 25% and continue to improve	39%	Maintain 90% and continue to improve	93%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	41%	Maintain 90% and continue to improve	93%
2015-16			Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	42%	Maintain 90% and continue to improve	94%
2016-17			Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	43%	Maintain 90% and continue to improve	94%
2017-18			Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	44%	Maintain 90% and continue to improve	95%
2018-19			Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	46%	Maintain 90% and continue to improve	95%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	48%	Maintain 90% and continue to improve	95%

The table below represents Indiana's new statewide AMO for the **Asian** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			80%	86%		49%		89%
2012-13			Increase by 3 percentage points in ELA and 2 percentage points in Math	83%	88%	Maintain 25% and continue to improve	51%	Increase by 1 percentage point	90%
2013-14			Increase by 4 percentage points in ELA and 3 percentage points in Math	87%	91%	Maintain 25% and continue to improve	53%	Maintain 90% and continue to improve	91%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Maintain 90% in Math	91%	94%	Maintain 25% and continue to improve	55%	Maintain 90% and continue to improve	93%
2015-16			Maintain 90% and continue to improve	92%	95%	Maintain 25% and continue to improve	56%	Maintain 90% and continue to improve	93%
2016-17			Maintain 90% and continue to improve	93%	95%	Maintain 25% and continue to improve	57%	Maintain 90% and continue to improve	94%
2017-18			Maintain 90% and continue to improve	94%	96%	Maintain 25% and continue to improve	58%	Maintain 90% and continue to improve	94%
2018-19			Maintain 90% and continue to improve	95%	96%	Maintain 25% and continue to improve	59%	Maintain 90% and continue to improve	95%
2019-20	Eight-Year Benchmark	Achieve an 'A' or	Maintain 90% and	95%	97%	Maintain 25% and	59%	Maintain 90% and	95%

School Year	Benchmark	Benchmark Goal		continue to improve		continue to improve		continue to improve	
		improve by two letter grades from the 2012 baseline	continue to improve			continue to improve		continue to improve	

The table below represents Indiana's new statewide AMO for the **Black** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			57%	56%		9%		72%
2012-13			Increase by 4 percentage points in ELA and Math	61%	60%	Increase by 2 percentage points	11%	Increase by 2 percentage points	74%
2013-14			Increase by 5 percentage points in ELA and Math	66%	65%	Increase by 2 percentage points	13%	Increase by 2 percentage points	77%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 5 percentage points in ELA and Math	71%	70%	Increase by 3 percentage points	16%	Increase by 3 percentage points	80%
2015-16			Increase by 2 percentage points in ELA and Math	73%	72%	Increase by 2 percentage points	18%	Increase by 2 percentage points	82%
2016-17			Increase by 2 percentage points in ELA and Math	75%	74%	Increase by 2 percentage points	20%	Increase by 2 percentage points	84%

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2017-18			Increase by 2 percentage points in ELA and Math	77%	76%	Increase by 2 percentage points	22%	Increase by 2 percentage points	86%
2018-19			Increase by 5 percentage points in ELA and Math	79%	78%	Increase by 2 percentage points	24%	Increase by 2 percentage points	88%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 3 percentage points in ELA and Math	82%	81%	Increase by 2 percentage points	26%	Increase by 2 percentage points	90%

The table below represents Indiana's new statewide AMO for the **Hispanic** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			68%	70%		11%		76%
2012-13			Increase by 4 percentage points in ELA and Math	72%	74%	Increase by 3 percentage points	14%	Increase by 1 percentage point	77%
2013-14			Increase by 4 percentage points in ELA and Math	76%	78%	Increase by 3 percentage points	17%	Increase by 2 percentage points	79%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by	Increase by 4 percentage	80%	82%	Increase by 3 percentage	20%	Increase by 2 percentage points	81%

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
		one letter grade from the 2012 baseline	points in ELA and Math			points			
2015-16			Increase by 2 percentage points in ELA and Math	82%	84%	Increase by 1 percentage point	21%	Increase by 2 percentage points	82%
2016-17			Increase by 2 percentage points in ELA and Math	84%	86%	Increase by 1 percentage point	22%	Increase by 2 percentage points	84%
2017-18			Increase by 2 percentage points in ELA and Math	86%	88%	Increase by 2 percentage points	24%	Increase by 2 percentage points	86%
2018-19			Increase by 2 percentage points in ELA and Math	88%	90%	Increase by 2 percentage points	26%	Increase by 2 percentage points	88%
2019-20	Eight-Year Benchmark	**Achieve an 'A' or improve by two letter grades from the 2012 baseline**	Increase by 2 percentage points in ELA and Maintain 90% and continue to improve in Math	90%	92%	Maintain 25% and continue to improve	28%	Increase by 1 percentage point	90%

The table below represents Indiana's new statewide AMO for the **White** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			81%	83%		32%		86%

Year									
2012-13			Increase by 3 percentage points in ELA and Math	84%	86%	Maintain 25% and continue to improve	33%	Increase by 1 percentage point	87%
2013-14			Increase by 3 percentage points in ELA and Math	87%	89%	Maintain 25% and continue to improve	35%	Increase by 1 percentage point	88%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 3 percentage points in ELA and 2 percentage points in Math	90%	91%	Maintain 25% and continue to improve	37%	Increase by 2 percentage points	90%
2015-16			Maintain 90% and continue to improve	90%	91%	Maintain 25% and continue to improve	38%	Maintain 90% and continue to improve	90%
2016-17			Maintain 90% and continue to improve	91%	92%	Maintain 25% and continue to improve	39%	Maintain 90% and continue to improve	91%
2017-18			Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	40%	Maintain 90% and continue to improve	91%
2018-19			Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	41%	Maintain 90% and continue to improve	92%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Maintain 90% and continue to improve	94%	95%	Maintain 25% and continue to improve	43%	Maintain 90% and continue to improve	92%

The table below represents Indiana's new statewide AMO for the **Free/Reduced Lunch** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			66%	68%		11%		75%
2012-13			Increase by 3 percentage points in ELA and 4 percentage points in Math	69%	72%	Increase by 3 percentage points	14%	Increase by 2 percentage points	77%
2013-14			Increase by 3 percentage points in ELA and 4 percentage points in Math	72%	76%	Increase by 3 percentage points	17%	Increase by 2 percentage points	79%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Math	76%	80%	Increase by 3 percentage points	20%	Increase by 2 percentage points	81%
2015-16			Increase by 2 percentage points in ELA and Math	78%	82%	Increase by 1 percentage point	21%	Increase by 2 percentage points	83%
2016-17			Increase by 2 percentage points in ELA and Math	80%	84%	Increase by 1 percentage point	22%	Increase by 2 percentage points	85%
2017-18			Increase by 2 percentage points in ELA and Math	82%	86%	Increase by 2 percentage points	24%	Increase by 2 percentage points	87%
2018-19			Increase by 2 percentage points in	84%	88%	Increase by 2 percentage points	26%	Increase by 2 percentage points	89%

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
			ELA and Math						
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 2 percentage points in ELA and Math	86%	90%	Maintain 25% and continue to improve	28%	Increase by 1 percentage point	90%

The table below represents Indiana's new statewide AMO for the **Limited English Proficient** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			50%	60%		8%		68%
2012-13			Increase by 3 percentage points in ELA and Math	53%	63%	Increase by 1 percentage point	9%	Increase by 2 percentage points	70%
2013-14			Increase by 4 percentage points in ELA and Math	57%	67%	Increase by 2 percentage points	11%	Increase by 2 percentage points	72%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Math	61%	71%	Increase by 2 percentage points	13%	Increase by 2 percentage points	74%
2015-16			Increase by 2 percentage points in ELA and Math	63%	73%	Increase by 1 percentage point	14%	Increase by 3 percentage points	77%
2016-17			Increase by 2 percentage	65%	75%	Increase by 1 percentage	15%	Increase by 3 percentage points	80%

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
			points in ELA and Math			point			
2017-18			Increase by 2 percentage points in ELA and Math	67%	77%	Increase by 1 percentage point	16%	Increase by 3 percentage points	83%
2018-19			Increase by 3 percentage points in ELA and 2 percentage points in Math	70%	79%	Increase by 1 percentage point	17%	Increase by 3 percentage points	86%
2019-20	Eight-Year Benchmark	**Achieve an 'A' or improve by two letter grades from the 2012 baseline**	Increase by 3 percentage points in ELA and 2 percentage points in Math	73%	81%	Increase by 2 percentage points	19%	Increase by 4 percentage points	90%

The table below represents Indiana's new statewide AMO for the **Special Education** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			44%	54%		4%		61%
2012-13			Increase by 5 percentage points in ELA and 3 percentage point in Math	49%	57%	Increase by 1 percentage point	5%	Increase by 3 percentage points	64%

Year	Benchmark	Benchmark Goal	Increase (ELA/Math)	ELA	Math	Increase	%	Increase	%
2013-14			Increase by 5 percentage points in ELA and 4 percentage point in Math	54%	61%	Increase by 1 percentage point	6%	Increase by 3 percentage points	67%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 6 percentage points in ELA and 4 percentage point in Math	60%	65%	Increase by 1 percentage point	7%	Increase by 3 percentage points	70%
2015-16			Increase by 2 percentage points in ELA and Math	62%	67%	Increase by 1 percentage point	8%	Increase by 2 percentage points	72%
2016-17			Increase by 2 percentage points in ELA and Math	64%	69%	Increase by 1 percentage point	9%	Increase by 2 percentage points	74%
2017-18			Increase by 2 percentage points in ELA and Math	66%	71%	Increase by 1 percentage point	10%	Increase by 2 percentage points	76%
2018-19			Increase by 2 percentage points in ELA and Math	68%	73%	Increase by 1 percentage point	11%	Increase by 2 percentage points	78%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 2 percentage points in ELA and Math	70%	75%	Increase by 1 percentage point	12%	Increase by 2 percentage points	80%

Additionally, Indiana would also see the following:

- A third of all graduates receive an honors diploma
- A 50% decline in the high school dropout rate, for an estimated 2020 dropout rate of only 3%

The table below projects Indiana's improvement trend along other key indicators:

	Current	2015	2020
% Receiving Honors Diplomas	29%	30%	32%
Dropout Rate	6%	5%	3%

The following table illustrates the number of expected Academic Honors Diplomas:

	Students Earning Academic Honors Diplomas		
	# of Graduates	% of Graduates	Increase
2010	19,452	29%	---
2015	20,840	30%	1,388
2020	22,987	32%	3,535

These goals are ambitious but achievable and must be met if Indiana is going to ensure more students are on track for college and careers for every subgroup.

Each school's and LEA's annually published report card will include letter grades and proficiency results for each subgroup (overall, bottom 25%, top 75%, and ESEA subgroups). This report card will enable all stakeholders to gain a thorough understanding of where the successes and struggles for each group may lie. It will be impossible for subgroup performance to be masked as full disaggregation is part and parcel of Indiana's proposal. With this detailed level of information, schools and LEAs will be able to target appropriate supports and interventions and celebrate successes for each group.

i. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.

Indiana's proposed AMO is based on the state's robust accountability system. It provides an accurate pattern of LEAs' and schools' academic progress by focusing not only on student proficiency but also on individual student growth (i.e. Indiana's Growth Model) and improvement (i.e. improvement in an LEA's or school's percent of students passing state tests from one year to the next), graduation rates, and college and career readiness indicators. Using multiple student performance variables, Indiana provides more robust accountability measures through a combination of key benchmarks and annual goals.

Key Benchmarks
Indiana's plan sets both a three-year benchmark and an eight-year benchmark within its AMO. These benchmarks are illustrated in the example below for the overall school results (each school and LEA will additionally have analogous tables for each subgroup). After the

first benchmark (2014-15), the expectations for improvement for the bottom 25% and each ESEA subgroup appropriately increase so as to continue a laser focus on closing achievement gaps (see the chart later in this proposal titled, *Indiana's Proposed School Accountability System: Synergy of State and Federal*). For a school or LEA to meet Indiana's AMO, a school would have to demonstrate consistent improvement across *all* state measures. This innovative design parallels the state's A-F accountability system and reflects Indiana's belief that in order for accountability to be rigorous, student performance cannot be limited to solely one measure. For Elementary/Middle Schools the tables will include the E/LA and math indicators, whereas for High Schools (and combined Elementary/Middle and High Schools) the table will include four indicators - E/LA, math, college and career readiness, and graduation rate - as shown in the example below).

> <u>Example:</u> Hoosier High School received a 'D' in 2011-12 under Indiana's state accountability system. That 'D' grade translated into a 60% passage rate on the state assessments (ISTEP+), 5% of graduates being college & career ready (CCR), and a 60% graduation rate. Per Indiana's AMO, the school is required to improve by two letter grades or receive an "A" by 2020. In order to reach this target, Hoosier High School would need to demonstrate annual improvement as shown below.

School Year	Benchmark	Benchmark Goal	Annual State Assessment (Proficiency Goal*	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal*	CCR %	Annual Graduation Rate Goal*	Grad Rate %
2011-12	Baseline			60.0	60.0		5.0		60.0
2012-13			Increase by 3.3 percentage points	63.3	63.3	Increase by 2.3 percentage points	7.3	Increase by 3.3 percentage points	63.3
2013-14			Increase by 3.3 percentage points	66.6	66.6	Increase by 2.3 percentage points	9.6	Increase by 3.3 percentage points	66.6
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 3.4 percentage points	70.0	70.0	Increase by 2.3 percentage points	11.9	Increase by 3.4 percentage points	70.0
2015-16			Increase by 4.0 percentage points	74.0	74.0	Increase by 2.6 percentage points	14.5	Increase by 4.0 percentage points	74.0
2016-17			Increase by 4.0 percentage points	78.0	78.0	Increase by 2.6 percentage points	17.1	Increase by 4.0 percentage points	78.0
2017-18			Increase by 4.0 percentage points	82.0	82.0	Increase by 2.6 percentage points	19.7	Increase by 4.0 percentage points	82.0

2018-19			Increase by 4.0 percentage points	86.0	86.0	Increase by 2.6 percentage points	22.3	Increase by 4.0 percentage points	86.0
2019-20	Eight-Year Benchmark	**Achieve an 'A' or improve by two letter grades from the 2012 baseline**	Increase by 4.0 percentage points	**90.0**	**90.0**	Increase by 2.7 percentage points	**25.0**	Increase by 4.0 percentage points	**90.0**

*This example is for illustrative purposes only. The annual goal will vary depending on what letter grade the school receives in its baseline year and the grade levels served by the school. A school can increase its grade from the 2012 baseline using any combination of increased proficiency and high student growth/improvement over a sustained period of time. The power of Indiana's AMO is that it differentiates and is individualized to each LEA and school.

If Hoosier High School achieved the annual proficiency rate increases in the table above, it would receive an "A" in 2020. This grade translates to a 90% passage rate on the state assessments, 25% of graduates being college or career ready, and a 90% graduation rate – consistent with Dr. Bennett's "90-25-90" goals.

In addition to hitting these overall benchmarks (as illustrated above), each school must meet the annual statewide targets for improvement for each subgroup for each metric and close any achievement gaps.

The three-year benchmark calls for each LEA and school to either receive an 'A' rating or to improve by one letter grade from its 2012 baseline rating. Each LEA and school will be allowed three years to show improvement due to the rigorous progress that is necessary to increase a school's or LEA's grade but will annually be required to implement interventions if any of the subgroups (bottom 25% or ESEA subgroups) are not meeting expectations. The three-year benchmark also requires that each subgroup in the LEA and school reach the AMO by 2015 and meet the state proficiency targets. This approach is unique in that it requires schools and LEAs to focus on each individual student within the school while placing a special emphasis on the bottom 25% and specific ESEA subgroup populations. Without substantial improvement and growth among the bottom 25% and specific ESEA subgroups, groups of students that have historically faced the most educational challenges, it would be impossible for all but a few schools to show the necessary progress within three years. Allowing only three years to reverse a decades-long trend of stagnant low performance within the bottom 25% and specific ESEA subgroup populations, while simultaneously improving all other student proficiency levels, is not only daring but also achievable through the measures and focus Indiana's AMO lays out.

The eight-year benchmark calls for each LEA and school to either receive an 'A' rating or to improve by two letter grades from its 2012 baseline rating. Each LEA and school will be allowed eight years to show the necessary improvement due to the rigorous process

required but will annually be required to implement interventions if any of the subgroups (bottom 25% or ESEA subgroups) are not meeting expectations. Specifically, a two letter grade improvement translates into a twenty percentage point increase in proficiency. For LEAs and schools, this figure would also represent an unprecedented reduction in the percentage of students showing low growth and improvement. The eight-year benchmark also requires that each subgroup in the LEA and school reach the AMO by 2020 and meet the state proficiency targets for each metric. To accomplish both of these feats, students at each school and LEA must consistently show substantial improvement and growth over a sustained period of time, with the majority of that improvement and growth coming from the bottom 25% and specific ESEA subgroups. Realizing the eight-year benchmark would result in a 75% increase (from 40% proficient to 70% proficient) in the proficiency level of these students.

Both Indiana's three-year and eight-year benchmarks are extremely ambitious given historic statewide proficiency trends. But by building in a laser-like focus on each school's lowest achievers, the new AMO and accountability system incent a strategic allocation of resources at the local level. Students will no longer slip through the accountability cracks of the traditional subgroup structure. Instead, every school across the state will, for the first time, be held accountable for the performance of all struggling students. This strengthening and streamlining of school and district accountability will allow Indiana to race ahead of other states, put an end to a decades-long trend of poor performance among its bottom 25% subgroup and specific ESEA subgroups, and bridge the gap between the state's highest and lowest performers.

Annual Goals
Even though Indiana's AMO provides three-year and eight-year benchmarks, all schools and LEAs will still be assessed annually for progress and performance under Indiana's state accountability system. Schools will be categorized as Focus, Priority, and Reward (and possibly Focus-Targeted) schools on a yearly basis as well. As outlined previously in this plan, Indiana has developed a rigorous state accountability system that holds schools and LEAs accountable for low growth and for poor proficiency, graduation, and/or college and career readiness rates.

How Indiana's AMO will Reach Every Student and Increase Performance
Indiana's state accountability model takes the bold approach of focusing on two new super subgroups while still taking advantage of traditional ESEA subgroups as a safeguard to ensure students do not slip through the cracks. Utilizing ESEA subgroups will also ensure that the performance of any individual student population is not masked by the aggregate performance of any subset of students.

By elevating the focus on the bottom 25%, Indiana will not only concentrate more effort and resources to improving the proficiency of the lowest achieving students in each school and LEA but it will also hold schools accountable for each individual student. Since the inception of NCLB, numerous schools in Indiana have been able to avoid accountability for their lowest

performing and most disadvantaged students due to small "n" counts. The inclusion of the bottom 25% subgroup eliminates this much utilized loophole with 99% of schools and LEAs in Indiana having both a bottom 25% and top 75% subgroup.

Indiana's state accountability model requires that 95% of all students and students within each subgroup participate on the elementary and middle school assessments (see Attachment 13). At the high school level, the accountability model looks at the proficiency level of all students, not just those tested, in calculating the proficiency rates of each school and LEA and subgroups within them (a cohort approach). These two factors ensure that every student will be tested.

Once every student is tested, growth for elementary and middle school students and improvement for all high school students can be calculated. This growth and improvement of individual students is then incorporated back into Indiana's accountability model and is used in conjunction with proficiency to determine a school's or LEA's grades in math and English/Language Arts. This methodology ensures that the growth and improvement is included in Indiana's accountability system.

Indiana's model also incorporates a system of "checks" (i.e. against traditional ESEA subgroups), described later in this application in 2F. These checks are designed to ensure that no student population, regardless of "n size," is permitted to fall through the cracks. Specifically, schools will be required to modify their School Improvement Plans for any ESEA subgroup that fails to meet expectations (as defined in the chart in 2.D.iv titled, *Indiana's Proposed School Accountability System: Synergy of State and Federal*). This requirement means that the spotlight on students that have historically been marginalized will continue to be shone brightly upon them – with the goal that their needs are directly addressed.

LEAs, schools, educators, and parents can also view the growth of an individual grade, classroom, or student utilizing Indiana's Learning Connection. The Learning Connection can be used by schools and teachers to identify where each student struggles and how they stack up against similar students, then used to turn each student's individual weaknesses into strengths. Schools also use this information when conducting state mandated teacher evaluations, tying additional accountability to the performance of each individual student.

Indiana is unapologetic in the use of transparency as the lever for rigorous accountability, especially in driving improvement for students in underserved communities. Our state accountability model looks at the overall performance of a school and LEA, the Learning Connection provides for student growth to be easily factored into teacher evaluations, and Indiana's AMO clearly states that each subgroup in a school or LEA must improve by two letter grades in 2020 in English, Math, College & Career Readiness, and Graduation Rates, and meet the annual state targets for each metric. By design, accountability is intentionally woven throughout a system built to be airtight when it comes to reaching *every* student.

Indiana's Proposed AMO within the Context of "Putting Students First"

Indiana is one of the country's leaders in providing a diverse environment of quality educational options. As part of "Putting Students First," Indiana established the most expansive school choice system in the nation's history. For the first time, all Indiana schools – traditional public, public charter, and private or parochial – are competing for the same students and the accompanying funding. As a result, there are new pressures on the system writ large to ensure every school and LEA continues to improve both their student proficiency levels across all subgroups and their overall grade.

The Indiana State Board of Education will have the ability to increase the required proficiency levels necessary to achieve each grade. IDOE is also in the process of developing an "automatic trigger" to ensure that the proficiency bar remains rigorous for all schools. Additionally, the growth and improvement targets will be re-evaluated at least every three years. In other words, schools will need to continue to improve just to maintain their current grade.

Considering Indiana's accountability system within the new landscape of school choice and competition and the categorization of Title I schools, Indiana schools will be operating in a climate that promotes improvement at unprecedented levels. The pressures and incentives to increase student growth and achievement will increase while the additional layer of federal accountability standards will no longer act as a barrier to improvement.

To illustrate the potency of this new context, the following are possible scenarios for schools that fail to improve or receive an 'A':
- The school could be subject to state intervention, including but not limited to state takeover
- The school could lose state money as a result of students transferring to higher performing public and non-public schools.
- In accordance with federal and state law, the school could have federal money withheld due to being classified as a Focus or Priority School
  (See the chart in 2.D.iv titled, *Indiana's Proposed School Accountability System: Synergy of State and Federal,* for greater details).

On the flip side, high performing schools will be celebrated in new and innovative ways, from preferred access to state grants that reward educator effectiveness to recognition ceremonies held in local communities throughout the state. Earlier this year, the Indiana General Assembly approved a two-year budget that includes $15 million in competitively allocated state funding to drive educator effectiveness. State legislators have expressed interest continuing to purpose state dollars for the improvement of human capital within schools; those that consistently deliver with regard to raising student performance may receive special consideration from IDOE in applying for these dollars. The expertise of high performers will also be leveraged by IDOE as the state acts to broker best practices in addressing achievement gaps and improving student outcomes.

For these reasons, Indiana schools and districts will be highly motivated to make annual

progress and hit both the 2015 and 2020 benchmarks. Indiana's proposed AMO outlines a bold, new approach toward realizing significant student performance gains by 2020. Our plan requires low-performing LEAs and schools to improve at a rate nearly double the state average while also being realistic about each school's individual starting point or baseline.

LEAs and schools may also use a combination of proficiency level improvement and growth among their historically underperforming students to increase their grade. With Indiana's proposal, rigorous measures are coupled with strong supports to ensure each school and district continues to progress on a yearly basis. This combination ensures that Indiana's proposed AMO is both ambitious and achievable for every school in the state.

> ii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/Language Arts and Mathematics for the "all students" group and all subgroups. (Attachment 8)

See Attachment 8 for a chart outlining average statewide proficiency for all subgroups in 2010-11.

Indiana's AMO would exceed the intention of both Options A and B.

Indiana's AMO would result in 41% of all non-proficient students becoming proficient by 2015 and 65% of all non-proficient students becoming proficient by 2020. It will also require the bottom 25% subgroup to double its proficiency rates while maintaining high growth among the subgroup population.

The AMO calls for each LEA and school to receive an 'A' under the state accountability system or make great progress to that end by 2020 and meet annual state targets for each metric. This target would translate into a state proficiency level of 90%. Moreover, each subgroup below that threshold would have made substantial gains and/or shown substantially high growth during that period, resulting in the greatest narrowing of the achievement gap in Indiana's history.

As outlined in 2.A.ii, Indiana's AMO is designed to be both ambitious and attainable. It is a bold and considered approach that does not rely on static proficiency targets based on arbitrary percentages. Rather, Indiana's proposed system is pegged to letter grades – embedded within which is a simple yet sophisticated mechanism for examining school and student performance. The improvement levels laid out in the AMO require LEAs and schools to improve proficiency levels at an achievable rate, while also rewarding them for making substantially high growth among its subgroup populations.

By realizing Indiana's AMO, the state could expect 12,000 additional students to be college and career ready. Indiana defines a student as college or career ready if the student earns an academic honors diploma, passes an AP or IB exam, earns transcripted college credit, or earns an approved industry certification. Students who meet one or more of these indicators are significantly less likely to require remediation than their counterparts.

Indiana's AMO would result in 20% more graduates being college or career ready in 2020 – an unprecedented accomplishment.

2.C   REWARD SCHOOLS

2.C.i   Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

<u>*Rationale*</u>
Within a new culture of accountability in the state, Indiana proposes a differentiated recognition and reward system that engages schools and school districts in taking ownership

of their results and drives them toward ongoing improvement. This recognition system, described below, was developed in consultation with multiple stakeholders and reflects the state's commitment to setting and keeping the bar high. As such, this system will highlight and celebrate the schools to which communities across Indiana can look to find exemplars of excellence.

Highest Performing Schools
Any Title I school that receives an 'A' under the state accountability model for at least two consecutive years shall be classified as a *Highest Performing School*. The Highest Performing School designation reflects a firm belief in the importance of not only recognizing schools that make significant progress within a year but also celebrating the state's highest achievers who have performed at a remarkably high level over a sustained period of time.

Recognizing both achievement and growth will ensure that all schools, regardless of their overall performance, focus on the improvement of each individual student rather than simply those on the cusp of proficiency (i.e. the "bubble kids").

High-Progress Elementary & Middle Schools
Any Title I elementary or middle school that shows high growth in its bottom 25% student subgroup in both English/Language Arts and Mathematics shall be designated as a *High Progress Elementary/Middle School*.

The bottom 25% student population captures the lowest performing students within a school on the state assessment (*ISTEP+*). This super subgroup encompasses each school's lowest performers across all ethnic, socio-economic, special education, and LEP subgroups. By placing a special emphasis on the bottom 25%, High Progress Elementary/Middle Schools will close the achievement gap between top and bottom performers, leading to overall improvement in student proficiency levels.

The focus on the bottom 25%, consistent with Indiana's state accountability model, is essential to meet Indiana's proposed AMO by 2020.

High-Progress High Schools
Any Title I high school that shows significant high improvement within its not-proficient student population in both English/Language Arts and Mathematics shall be designated as a *High Progress High School*.

Consistent with current national trends, Indiana does not have yearly state assessments for students in grades 9-12. As a result, High Progress High Schools will be determined using the improvement made by previously not-proficient students. Any student that fails to pass the Algebra I (Mathematics) assessment or the English 10 (ELA) assessment by the completion of grade 10 is deemed to be non-proficient. Only schools that have the highest percentage (the top 25% improvement of all schools statewide) of these students passing both sections of the assessment prior to graduation will be categorized as High Progress High Schools.

Indiana will also recognize any Title I high school that makes a concerted effort to support those students who are not able to graduate within four years, but are able to graduate in five. This recognition does not lower expectations – the emphasis will remain on graduating within four years. However, schools must not give up on those who do not graduate on time and this recognition provides some incentive to keep pressing so that those students also receive a Core 40 diploma.

Indiana's Core 40 is the academic foundation all students need to succeed in college, apprenticeship programs, military training, and the workforce. More information about Core 40 is available at http://www.doe.in.gov/core40/diploma_requirements.html

At the high school level, Indiana is placing a heightened focus on non-proficient students because research shows that students who fail to pass these assessments by the end of grade 12 are far more likely to drop out of school, less likely to graduate, and – for those that do graduate – significantly more likely to require remedial coursework if they continue on to a postsecondary institution. This focus is also consistent with Indiana's state accountability model and the state's goal to produce more high school graduates that are prepared for college and careers.

Indiana is also calling attention to fifth-year graduates as part of the High Progress High School designation, consistent with efforts to support those who do not graduate within a four-year window. This attention recognizes schools that take students who may otherwise be forgotten, endeavor to turn their performance around, and set them on course for a productive future.

The High Progress School recognition, for both elementary/middle and high schools, places a premium on supporting historically low performing students who would have otherwise been on track to drop out, not receive a high school diploma, and not been properly prepared for college or career. This recognition seeks to highlight the schools that are successful in proving what is possible with some of the most challenging student populations.

Reward School Inclusion
Indiana's definition of *reward schools* satisfies all conditions outlined in the ESEA Flexibility guidance. All Title I schools with the highest proficiency rates in both English and Math are identified as *highest-performing schools*. Additionally, high schools with the highest graduation rates are identified as *highest-performing schools* unless they fail to meet the AMO for all subgroups on each metric. All Title I schools that have high growth (improvement) in both English and Math are identified as *high-progress schools*. Schools can also be identified as *high-progress* if they greatly improve their graduation rate; any such school not identified is due to large achievement gaps or low proficiency rates and performance across all other areas of the school.

See Attachment 9, Table 2 for a list of Indiana's reward schools.

2.C.ii   Provide the SEA's list of reward schools in Table 2.

2.C.iii   Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Reward schools will be recognized in a number of ways:
- All reward schools will receive bonus rubric points on their application for the Excellence in Performance Award for Teachers. This is a state-level competitive grant of $9M for FY12-13.
- IDOE will pursue greater funding flexibility for reward schools via the State Board of Education and the Indiana General Assembly.
- Best practices of reward schools will be highlighted and disseminated across the state.
- IDOE staff will travel to the Highest Performing Schools to give their official 'A' plaque in a school-wide celebration.
- Reward schools will be exempt from certain regulations, such as complying with the administrative functions of Indiana's 3rd grade reading plan.
- High Progress Schools may be honored at the State Capitol by the Governor or State Superintendent.
- High Progress Schools may be asked to present at the State Board of Education meetings as part of the monthly "Spotlight on Learning" that highlights outstanding schools and educational initiatives.

2.D   PRIORITY SCHOOLS

2A. Describe process for continuous improvement (CI) of systems and processes supporting implementation of the state's system of differentiated recognition, accountability, and support.

The Indiana Department of Education has developed processes supporting the implementation of the state's system of differentiated recognition, accountability, and support. The IDOE's system of continuous improvement is based upon *plan, do, check, and act*. The IDOE has intentionally organized and redefined the agency to provide support and monitor LEA implementation. The organizational structure is instrumental in the SEA and the LEA operating as a critical unit of change by elevating the LEA's capacity, aligning resources, and ensuring just right supports. This infrastructure creates clarity for cross-functional groups, coordinates communication across offices to reduce redundancy, assists offices in understanding the *limitations and possibilities* of federal requirements, and maximizes the use of resources for the academic achievement of all students and school improvements. A system of support was developed to proactively address areas of need for focus and priority schools based upon the evaluation of data.

2B. In that description, consider the use of systematic strategies to analyze data and revise approaches to address implementation challenges to ensure the SEA and its LEAs are meeting needs of all students.

Indiana will coordinate its data efforts to support a more robust system of continuous improvement. The IDOE utilizes a variety of systems to analyze data and revise approaches, including but not limited to the following:

- DOE Compass: Indiana online data dashboard
  - Represents A-F reports, student performance and growth, college and career readiness, and subgroup data under No Child Left Behind
- State and federal data reporting and monitoring, such as SIG 1003g data dashboard
- Accountability rosters in Learning Connection
- Statewide RTI framework

During the next three years, IDOE and local districts will collaborate to create a framework for a local early warning system in Indiana which will incorporate a robust data system to ensure that a differentiated system of accountability and support is provided to schools to meet the needs of all students. The IDOE is collaborating with an external partner and gathering qualitative data from school systems both within Indiana and other states to develop a comprehensive data system to ensure early-on that students are on track to graduate.

Multiple factors will be analyzed to ensure that students, including students with disabilities and English learners, are on-track to graduate including:

Attendance

Behavior

Course and academic performance

The local early warning system will need appropriate supports in order for the data to become actionable. The IDOE will provide tools for schools to continually analyze the data through collaborative, local teams of diverse stakeholders. The IDOE will assist local districts in identifying community assets, which will assist in providing the appropriate intervention for at-risk students.

Furthermore, the IDOE will require the use of the developed monitoring system framework, or a local system already developed, for its priority schools of 2 or more years of F in order to significantly close the achievement gaps of their students by addressing factors that are preventing academic and personal growth.

2.D.i   Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Any Title I school that receives an 'F' or is a persistently low-achieving school shall be classified as a *Priority School*. Schools that meet this definition are among the lowest performing schools in the state and typically have extremely high rates of low growth (improvement) among all student subgroups. In fact, between schools categorized as *Priority* and *Focus Schools*, the entire 15% of schools with the lowest performance would be facing

some level of state intervention under proposed definitions. These schools also encompass all Title I schools in the state that have a graduation rate of less than 65%. In fact, these schools have an average graduation rate of less than 50%.

It is essential that these schools get back on track and increase their performance across all areas (state assessments, graduation, and college and career readiness rates). Notably, students in Priority Schools are 63% less like to pass a state assessment, 55% less likely to graduate, and six times more likely to drop out of school than are students in Indiana's 'A' schools.

According to ESEA flexibility guidance documents, states are required to ensure that at least the bottom 5% of the State's Title I schools are identified as Priority Schools. Statewide, approximately 26% (261 schools) of Title I schools would be identified as Priority Schools. That Indiana's school evaluation metrics have identified a significantly larger percentage of schools as Priority Schools reflects the state's commitment to intervening and subsequently improving all of its lowest-performing schools. Additionally, Tier I and II schools that are under SIG to implement school intervention models are also identified as Priority Schools. See 2D Attachment 1, Table 2 for a list of Indiana's Priority Schools. These schools were identified from the 2011-12 and 2012-13 school accountability grades and Indiana is requesting to reset the implementation timeline to 2014-15 for all non-SIG Priority Schools. During the 2013-14 school year, IDOE implemented a process to ensure strong leadership for Indiana's Priority Schools. For the 2014-15 school year, IDOE has required intentional leadership decisions for all Priority Schools. School principals have been determined, based on evaluations aligned to the Turnaround Principles and evidence submitted to IDOE, to have the ability to lead the turnaround effort and have a past track record of student success based on school data. IDOE notified school districts of the determination after reviewing evidence submitted.

The IDOE has chosen to update our list of Priority Schools annually. For 2014-15, the IDOE identified 149 priority schools (15% of 991 Title I schools). We will update this list annually as we move forward with results of 2015.

2.D.ii   Provide the SEA's list of priority schools in **2D Attachment 1** Table 2.

2.D.iii   Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Background

Indiana's current Differentiated Accountability model assigns Title I schools which fail to make Adequate Yearly Progress (AYP) to one of three classifications based on how far away the school was from meeting AYP: comprehensive-intensive, comprehensive, and focus. Based on its classification and the number of years it has been in federal school improvement (i.e. failed to make AYP), a school is required to implement certain interventions aligned to the

The IDOE has been explicit with Priority Schools about conducting a root-cause analysis and after utilizing data to identify the work, including the Turnaround Principles and interventions explicitly in School Improvement Plans and Student Achievement Plans (SAPs), which is a supplement for all Priority schools. Schools are required to submit the plans and they are reviewed by IDOE staff for quality and compliance. All Turnaround Principles must have an intervention, timeline, action plan, driver, etc… Newly identified schools and districts are invited each year to regional meetings where all of the requirements are shared and explained. School improvement staff follow-up with principals and superintendents to ensure expectations are communicated. The IDOE has also created a tool kit of resources including research, webinars, and documents to assist LEAs with implementation of interventions aligned to the Turnaround Principles. Many of these resources are included on the Outreach page of our IDOE website. A menu of some potential interventions is also included in this document. It is being expanded to include more rigorous interventions for schools and districts that remain in the lowest performance category repeatedly. The IDOE intervention increases in rigor for support and accountability each year a school remains in the lowest category. The intervention requirements are also expanding to require a LEA response to support and hold local schools accountable when placed in the lowest category. Additionally, the IDOE school improvement staff provides ongoing technical assistance and professional development to support the implementation of interventions aligned to the Turnaround Principles.

School Improvement Interventions – Selection Criteria and Parameters

Under Indiana's proposal, Priority and Focus Schools will be provided substantive flexibility to implement scientifically-based, student-/school-based data-informed interventions. As described below, these interventions will be tied to a framework utilized by IDOE during monitoring and School Quality Reviews –and aligned with the Turnaround Principles. The LEA may propose an intervention not listed below as long as it is anchored in the Turnaround Principles.

As part of the ESEA flexibility extension, IDOE is accurately and explicitly describing the Turnaround Principles within related tools, documents, training materials and other supports.

Alignment of School Improvement Interventions with Turnaround Principles

Indiana's Turnaround Principles	Intervention Examples
Turnaround Principle 1: School Leadership Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget	• Replace the school principal with one who has a past track record of student success and the ability to lead the turnaround effort • Provide the principal with a mentor from a high-performing school • Redesign school leadership structure to provide appropriate operational flexibility
Turnaround Principle 2: School Climate and Culture Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs	• Utilize a behavior interventionist • Establish a school-wide research based positive behavioral interventions and support system • School-wide program to eliminate bullying or promote tolerance • Create a system of wrap-around student services
Turnaround Principle 3: Effective Instruction Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards	• 8-Step Process • Formative Assessment Development and Training (e.g., Acuity) • On-going professional development targeting best instructional practices determined by classroom walk-thru data, teacher observation data and student achievement data • Teachers intentionally communicate

	learning objectives to students which are aligned to Indiana's college and career ready standards • Instructional Coaches
Turnaround Principle 4: Curriculum, Assessment, and Intervention System Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career- ready standards that have been adopted	• School leaders verify the curriculum being delivered is aligned to the Indiana college and career ready standards by frequent classroom walk-throughs and reflective feedback to teachers • Conduct a Curriculum Audit • Interventionist • Instructional coach lesson modeling • Create an intervention plan for students who are behind academically Tier 2 and Tier 3 Intervention, specifically for students two or more years behind academically
Turnaround Principle 5: Effective Staffing Practices Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs	• Replace ineffective teachers and staff • Ensure the school leader has the authority to hire his/her teachers and staff • Revise the schedule to create time for professional learning communities • Create hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work • Ensure ineffective teachers are not assigned or reassigned to the Priority School • Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting
Turnaround Principle 6: Enabling the Effective Use of Data Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of	• Utilize a data coach • Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning

data	Communities)
	• Create a system-wide approach to tracking school data and individual student data
	• Analyze formative and summative assessments to respond to student academic, behavioral, and social needs
Turnaround Principle 7: Effective Use of Time Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration	• Restructure the academic schedule to increase core content or remediation time
	• Revise the schedule to create tutoring or extended learning time
	• Ensure the schedule is designed to meet the professional development needs of staff
Turnaround Principle 8: Effective Family and Community Engagement. Provide an ongoing mechanism for family involvement in school decision making and understanding student progress	• Utilize a community or family liaison
	• Create a process to involve family members in school decision-making
	• Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support
	• Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring

School Improvement Interventions – Expectations for Implementation

LEAs are expected to implement interventions for each of the Turnaround Principles with fidelity for a minimum of three consecutive years, after being identified as a Priority School. Outreach Coordinators, during monitoring visits, will review the Student Achievement Plan, a supplement to the School Improvement Plan (SIP), (2D Attachment 2), which contains an outline of interventions, data, priority areas of improvement, goals and an action plan. Outreach Coordinators were provided a robust training process to understand the requirements of monitoring Focus and Priority Schools and utilize a handbook to guide their work. (2D Attachment 3). Coordinators will examine evidence of interventions and verify implementation through classroom observations, staff interviews, document review, and formative assessment data. Coordinators will provide LEAs with an intervention status update based on the monitoring evidence, which provides LEAs with next steps. A summative monitoring rubric (2D Attachment 4 , 5) will be given to LEAs following a second monitoring visit, which will clearly define progress with interventions. A document will be maintained at

IDOE which tracks the status of implementation of interventions for each priority school to ensure three years of successful implementation of interventions.(2D Attachment 6)

School Improvement Interventions – Timeline for Priority Schools

In Year 1, Priority Schools must do the following:
- Select at least three interventions aligned to all Turnaround Principles.
- Submit information to IDOE outlining each proposed intervention and justifying the selections with evidence from student and school data, also identified from the root cause analysis from the Student Achievement Plan. All Priority Schools must complete a Student Achievement Plan, as a supplement to the SIP, and aligned with the Turnaround Principles.
- Subject to IDOE review and requests for revisions, LEAs implement the interventions during Year 1. IDOE will monitor LEAs for progress toward successful implementation and positive student performance change with a rubric aligned to the indicators in the Student Achievement Plan and the monitoring tool.
- Priority Schools will be tracked for implementation of interventions until they have successfully implemented with fidelity for a minimum of three years. (2D Attachment 7)

In Year 2, Priority Schools must do the following:
- Analyze student-/school-level data to determine necessary modifications to the interventions, and fidelity of implementation
    - The number of interventions can be adjusted based on demonstrated needs.
    - All implementation plans for proposed interventions must be aligned with the school/student level data and support the root cause analysis.
- Plan to make modifications to proposed interventions, aligned to all Turnaround Principles, based on mid-year findings from IDOE-provided Outreach Coordinator monitoring.
- Submit information to DOE outlining each proposed intervention and justifying the selections with evidence from previous year's findings as well as SIP and/or student-/school-level data.
- Subject to IDOE review and requests for revisions, implement the interventions during Year 2.
- Participate and comply with IDOE-provided on-site monitoring.
- Based on findings from the Outreach Coordinator monitoring and IDOE review (subject to requests for revisions), adjust interventions accordingly.

In Year 3, Priority Schools must do the following:
- Implement interventions, aligned to all Turnaround Principles, as stipulated by IDOE, based on findings from the on-site Outreach Coordinator monitoring.
- Consistent with 1003(g) School Improvement Grant funding, LEAs that choose not to

comply with this expectation will not continue to be provided with that funding.
- LEAs with the same principal in his/her third year or more in a Priority School must also submit evidence to the SEA that the principal has the ability to lead the turnaround effort. The evidence submission must correspond to each of the Turnaround Principle requirements. The SEA responds to the LEA after the evidence has been reviewed using a rubric aligned to the Turnaround Principles.

School Improvement Interventions – Technical Assistance

To ensure successful implementation of these interventions, this more differentiated, locally-driven approach must be paired with an IDOE-delivered, frequent, high-touch system of technical assistance, monitoring and evaluation, both when LEAs are selecting and implementing school improvement interventions aligned to all Turnaround Principles. To this end, the Outreach Division of School Improvement (Outreach) at IDOE will be restructured to ensure the necessary human capital are dedicated to working closely with LEAs and their Priority and Focus Schools. Currently, Outreach consists of 13 field staff, who live in the nine regions of the state, and support and monitor the Focus and Priority Schools in their regions. Outreach also includes 4 3 Outreach Specialists who work internally at IDOE to support the Coordinators in the field. Outreach is led by a Director of Outreach and the Assistant Superintendent of ~~the Outreach Division of~~ School Improvement. (2D Attachment 8) A Director of Family and Community Engagement and Director of District Improvement have been added to the Outreach Division. The Outreach division has merged with other divisions to produce a School Improvement Team. The following divisions are now encompassed in school improvement and meet weekly to support schools in the field: Title, Migrant, Early Learning, English Learners, Special Education, College and Career Readiness, e-Learning, and Grants Management. By working as a comprehensive team, we are able to align resources, human capital and local supports with a systematic approach that provide schools with coordinated services.

Outreach will utilize a technical assistance approach consisting of two phases and three total elements to ensure LEAs with Priority and/or Focus Schools select, monitor, and modify school improvement interventions in a manner that improves student achievement and closes achievement gaps.

Phase I: Selection of School Improvement Intervention
- Root Cause Analysis
- Data-Driven Intervention(s) Selection

- Root Cause Analysis

LEAs with Priority and/or Focus Schools will be required to complete a "root cause analysis" prior to selecting school improvement interventions (2D Attachment 9). This analysis will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if

needed) by an Outreach Specialist. Outreach will provide LEAs with technical assistance to complete this "root cause analysis" through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance. The objective of the "root cause analysis" is to ensure LEAs have identified critical areas for improvement prior to selecting school improvement interventions that are aligned to all Turnaround Principles.

- Data-Driven Intervention(s) Selection

Focus and Priority School leadership teams were provided guidance in completing a root cause analysis, intervention selection, creating SMART goals, and developing action steps aligned with each of the Turnaround Principles during regional training sessions in December 2013. (2D Attachment 10, 11, 12) Additionally, Outreach Coordinators reviewed the intervention selection during the review of each Student Achievement Plan during the on-site monitoring visits and provided LEAs with technical assistance and feedback. The objective of the Student Achievement Plan with data driven interventions is to ensure selected school improvement interventions are aligned to all Turnaround Principles and an analysis of multiple school- and student-level data sources.

During the December 2013 regional meetings, in addition to IDOE Outreach and Technology staff, the MA Rooney Foundation partnered with IDOE to deliver professional development to Focus and Priority School leadership teams. The MA Rooney Foundation trainer assisted LEAs with understanding best practices for data use and how to intentionally use school-level data to improve student achievement.

Phase 2: Monitoring and Modification of School Improvement Intervention

    III. Implementation Monitoring

Outreach Coordinators will conduct at least two on-site monitoring visits to each Priority School during the academic year. These monitoring visits will utilize a mixed-methods approach to tracking the fidelity with which the intervention(s) is/are being implemented (e.g , interview with staff and school leader using guiding questions aligned to the Turnaround Principles, (2D Attachment 13) classroom observation, (2D Attachment 14) reviewing data analysis and intervention selection, and reviewing evidence and the written Student Achievement Plan (2D Attachment 15). Subsequent to these visits, Outreach Coordinators will provide schools with a list of evidence needed to support implementation plans and respond to requests for guidance in completing Student Achievement Plans. Progress toward plan implementation and positive changes in student achievement results from leading indicators will be provided to LEAs in monitoring reports. The feedback that is provided after the final monitoring visit and included in the Summative monitoring rubric (2D Attachment 16) of the academic year will be expected to be addressed in the LEA's next Student Achievement Plan submission if the school does not exit Priority or Focus status. All Priority Schools will continue to implement interventions for three years. IDOE will monitor implementation with on-site visits and track progress until three years of effective intervention implementation with fidelity is met. Following an Outreach Coordinator visit, LEA principals are sent an electronic survey to assist IDOE with evaluating services and support given to schools. (2D Attachment 17)

IDOE is working with partners, including AdvancED, to develop an electronic comprehensive school improvement plan template, that includes the requirements for PL221, Student Achievement Plan, and the Title I school improvement plan. The comprehensive plan allows Indiana to make available a tailored Indiana continuous improvement solution to every eligible public school in the state. The Indiana comprehensive school improvement plan includes standards, diagnostics, surveys, assurances, planning, and reporting tools necessary for schools and districts to complete the internal review process, continuous improvement planning, as well as accountability and compliance reporting.

Eligible Focus and Priority schools receive funding to participate in school improvement planning through AdvancED. This grant requires a partnership with AdvancED in using the ASSIST program, as well as possible professional development and site reviews. The intent of the grant is to provide resources to streamline multiple plans, write an effective school improvement plan, and build leadership capacity. The 1.0 version of this project took place in the Spring thru Fall of 2014 with 28 schools participating. For the 2014-2015 school year, the 2.0 project expanded to include 125 Focus and Priority schools. For the next three years, IDOE plans to expand the comprehensive school improvement plan to additional schools throughout the state so that clarity of goals, resources, and improvement activities can be established.

BENEFITS
- All options will have access to AdvancED's web-based school improvement platform, ASSIST.
- ASSIST will allow schools to have a one-stop-shop for all improvement needs.
- Opportunity to dig-deep into school data, needs, and evidence of successes.
- One plan to meet all needs of reporting: PL221/SIP, SAP, Title I SWP
- ASSIST goal builder is tailored to Indiana's needs and allows for custom content and drop-down menus so districts and schools can easily address planning. It provides a living, breathing document that can be easily updated throughout the year, and in years to come.
- Partnership with AdvancED for professional development in regards to writing school improvement plans, as well as focusing on individual school needs.

2.D.iv   Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Current State School Improvement System

Public Law 221(Indiana Code [IC] 20-31-8) is Indiana's comprehensive accountability system

for K-12 education. Originally passed by the Indiana General Assembly in 1999 – prior to the federal No Child Left Behind Act of 2001 – the law aimed to establish major educational reform and accountability statewide. To measure progress, Indiana schools (public and accredited non-public and charter) are placed into one of five categories (A, B, C, D and F) based upon student performance and growth data from the state's ISTEP+ and End-of-Course Assessments (ECAs).

Schools in the lowest accountability category ("F") face a series of interventions designed to provide the additional support needed to improve student achievement. These consequences become more serious the longer schools remain in the bottom category.

Public Law 221 Timeline for "F" Schools (IC 20-31-9)

Year 1	
State Action	The local school board can request that the State Board of Education (SBOE) appoint an outside team to manage the school or assist in the development of a new SIP. If the SBOE appoints an outside team, the state will consider the school to be in its 4th year of "F" status. (See section on Years 4 and 5.)
Local Action	Local school board notifies public and conducts hearing. School improvement committee revises SIP accordingly.
Years 2 and 3	
State Action	SBOE appoints an outside team; the state will consider the school to be in its 4th year of "F" status.
Local Action	School implements revised SIP, and makes further revisions accordingly.
Years 4 and 5	
State Action	SBOE appoints a School Quality Review Team (SQR Team)(2D Attachment 18) to provide schools and their supporters with specific, action-focused feedback on what is working well and clear targets for improvement in order to support the school in their efforts to improve the educational outcomes for all students. The SQR rubric and report is aligned to the 8 Turnaround Principles. Based on public testimony, analysis of previous school evaluations and critiques of student- and school-level performance data, IDOE will make an intervention recommendation for state intervention to the SBOE. IDOE's intervention recommendation and subsequent SBOE action will be made with the understanding that the LEA has been afforded the appropriate time, autonomy and technical assistance to improve its Priority School's quality. In short, while there is a menu of potential intervention options, those which do not constitute a school restart (e.g., modifications to the SIP) are not viable.
Local Action	School considers and implements recommendations of SQR Team. LEAs can petition the SBOE for authority to implement one or more of the

	"Year 6 Interventions" outlined in the "State Action" section below in either year 4 or 5.
Year 6	
State Action	SBOE conducts a hearing to solicit testimony on options for the school, including merging the school with another school; assigning a special management team to operate all, or part of, the school; IDOE recommendations; other options expressed at hearing; and revising the improvement plan. If the SBOE determines that intervention will improve the school, the school must implement the intervention chosen by the State Board.
Local Action	Implement intervention(s) as determined by the SBOE.

Demonstrated Commitment to Enforcing State School Accountability System
In the fall of 2011, for the first time since P.L. 221 was signed into law, seven schools reached their sixth year of academic probation – the lowest performance category (now called "F"). At the August 29, 2011 State Board of Education (SBOE) meeting, the SBOE approved IDOE's intervention recommendations and voted in favor of assigning a special management team to operate five of the seven schools and implementing a lead partner intervention at the remaining two schools. In March 2014, an additional school was added to the SBOE intervention schools and is utilizing an internal lead partner model, overseen by Mass Insight. Four schools, with five years of consecutive F's, will have hearings in July 2014 to determine recommendations for potential interventions, if another F is received from the 2013-14 school data.

In December 2014, two additional schools met the criteria for SBOE intervention and were added for more direct oversight. One school is being monitored as part of a district Transformation Zone. The other school is still not assigned an intervention and more evidence is being collected for next steps.

A clear message has been sent that the state will not stand idly by when schools continue to fail and students are permitted to languish. Perhaps more importantly, the landscape has permanently shifted to one where accountability is real.

The state's process and strategy for intervening in the lowest performing schools is predicated upon the development of clear goals and measurable success indicators through the lens of a seminal framework developed by Mass Insight and outlined in *The Turnaround Challenge*, which U.S. Education Secretary Arne Duncan has called "the Bible of school turnaround." Indiana is currently one of a few select states participating in Mass Insight's School Development Network as part of a concerted effort to trailblaze cutting-edge, best-in-class turnaround policies. Indiana has continued its work with Mass Insight and is investigating the creation of networks designed to support schools with similar needs in various stages of school improvement. The attached report from Mass Insight outlines Indiana's progress in turnaround as of April 2014, with the new model of Outreach melded

with the work initiated by the former Office of School Improvement and Turnaround. Indiana will work to implement suggestions from the Mass Insight Diagnostic report during the 2014-15 school year. (2D Attachment 19)

The special management team assigned by the SBOE is also referred to as a Turnaround School Operator (TSO). TSOs run operations for all or part of a school, using the school's per-pupil funding allocation. The TSO intervention is the most severe of the options available under state statute. It is reserved exclusively for the chronically lowest performing schools. In schools not assigned TSOs, Lead Partners (LPs) work strategically with the leadership appointed through the school district to support and implement targeted improvements. Each TSO entered into an initial one-year contract with the state, and the SBOE established aggressive benchmarks that TSOs and LPs must hit to maintain their good standing.

TSOs spent the rest of the 2011-12 academic year evaluating and preparing to assume full operational control in the 2012-13 school year. Consistent with Mass Insight's groundbreaking research, benchmarks for this transitional year included a strong focus on community and parent outreach as well as a thorough evaluation of school programs, staff and curriculum. TSOs and LPs continued their work with the identified state intervention schools through the 2013-14 school year.

LPs will also engage key stakeholder groups to establish buy-in to the support services provided. They will be held responsible for integrating their work with existing school initiatives and ensuring that the school is on track to dramatically improve. LPs will spend a few months embedding themselves into the school and assessing its needs before initiating services this year.

The TSO at Theodore Roosevelt College and Career Academy in Gary, Indiana, and LPs are under the direct oversight of IDOE and are directly accountable to the SBOE. The four TSOs in Indianapolis, Indiana, are directly supervised by the Indianapolis Mayor's Office of Education Innovation. IDOE's Outreach will conduct constant and ongoing oversight of the TSOs and LPs through quarterly meetings, attendance at key events and functions (e.g. community forums), on-site monitoring, including monthly classroom observations, and review of all deliverables, which are subject to IDOE approval. IDOE's engagement with TSOs and LPs will be "high touch," to ensure data is frequently reviewed and adjustments are made to respond to data, and progress is being made toward improved student achievement.

Limited or non-existent community engagement is one of the most frequently cited reasons for the failure of school turnaround. Consequently, IDOE intentionally built-in a transitional year that prioritizes community engagement (e.g. focus groups, community forums, partnerships) in each of the four phases of work required of TSOs during the initial year. This transition affords TSOs critical time to develop a bold and aggressive school transformation plan while building meaningful community will and coalitions that can later be leveraged to sustain ongoing improvement. LPs will also be responsible for engaging their respective communities to generate support for its school turnaround efforts.

More information about the state's turnaround process is included as Attachment 17 and available at http://www.doe.in.gov/outreach/turnaround

Description and Rationale for Accelerated Timeline in State School Accountability System

Even though Indiana's current school accountability law allows schools that make marginal improvement (e.g. receiving an "F" in 2010 and receiving an "D" in 2011) to reset their school accountability timeline, IDOE will require Priority Schools to maintain a C grade or better for two consecutive years or earn the status of being a Reward School for one year to exit Priority status. Section 2.D.v describes how these standards for exiting Priority status will require schools to demonstrate significant improvements for two consecutive years, or monumental improvement in one year, both in terms of student performance and growth. This significantly more rigorous accountability system will ensure that those schools exiting Priority status have demonstrated sustained and substantive improvement.

Introduction to Proposed Synergy of State and Federal School Accountability Systems

In Indiana, Title I-served schools are currently subject to two different (and at times dissonant) accountability systems – state and federal. The state accountability model, as defined under IC 20-31-8, ensures schools in the fourth and fifth year of "F" receive direct support, including a "quality review" (i.e. technical assistance and evaluation).

If a school receives an "F" for six consecutive years, SBOE has the authority to intervene directly, including the assignment of a special management team to operate the school.

Given that the current state accountability law focuses on evaluations of, and state-mandated interventions in, persistently low-achieving schools, IDOE has leveraged its federal school accountability model, the "Differentiated Accountability model," to ensure meaningful district- and school-driven interventions, aligned to the Turnaround Principles, are in place in low-achieving Title I-served schools prior to the application of state-mandated interventions. Schools are assigned to the federal school improvement list based on their failure to make "adequate yearly progress" ("AYP"). The graphic below represents the model that was in place prior to the ESEA flexibility waiver.

Indiana's School Accountability System		
	State	Federal
	"F" schools	*Title-I served schools that fail to meet AYP are ranked by an index rating and assigned to comprehensive-intensive, comprehensive or focus status*

Years 1-3	Modifications to the school improvement plan	Comprehensive schools are required to implement a set of school improvement initiatives aligned to the Turnaround Principles and in year three must. Schools will be required to use the comprehensive School Improvement Planning process aligned to the Turnaround Principles. implement corrective action. Focus Schools are required to set aside 10% of their Title I allocation for targeted professional development.
Years 4-5	Quality review and technical assistance provided by IDOE	In addition to sustaining initiatives required in years one through three, comprehensive schools are also required to restructure. Focus Schools are required to implement corrective action.
Year 6	State intervention	Comprehensive schools must sustain or modify their corrective action and restructuring plans. Focus Schools must sustain or modify their corrective action plan.

Through this flexibility request, IDOE will collapse Indiana's two school accountability models into one. Schools in federal school improvement (i.e. Priority and Focus Schools) will be defined in a way that aligns directly to the state's accountability model (i.e. "D" and "F" schools). In doing so, beginning in their first year of Priority or Focus status, a low-performing school will be required, as they once were under the "Differentiated Accountability Model," to implement meaningful school improvement initiatives aligned to the Turnaround Principles.

Notably, this allows Indiana to proactively provide supports to struggling schools from the outset with the goal of obviating the need for more severe interventions later. Nevertheless, the state will not hesitate to impose more severe measures if and when they become necessary. The graphic below represents the model.

Indiana's School Accountability System – Synergy of State and Federal	
	Each Title I-served school earning an "F" will be defined as a Priority School; each earning a "D" will be defined as a Focus School
2011-12	*Baseline Established*
2012-13	*All Schools:* • Modify school improvement plan (SIP) • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • Implement school improvement interventions aligned to the Turnaround Principles

	•
2013-14	*All Schools:* • Hold a public hearing to notify community of lack of improvement • Modify SIP • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • Implemented school improvement interventions aligned to the Turnaround Principles • Completed a Student Achievement Plan supplement to the SIP • Priority schools received on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from the summative monitoring document • All Focus and Priority School leadership teams attended a regional meeting where requirements for schools were presented and expectations outlined • Superintendents completed an intentional evaluation of Priority School principals, with 3 or more years of experience in a Priority School, and submitted documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success (2D Attachment 20, 21, 22,) • After reviewing evidence submitted by LEAs, IDOE responded by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort (2D Attachments 23, 24, 25,26) • Superintendents completed and submitted to IDOE a verification form with supporting documentation that principals with less than 3 years of experience were intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success (2D Attachment 27) • Superintendents completed a Replace document for any Priority School principal replaced after reviewing the ability to lead turnaround and determining a different leader was needed (2D Attachment 28) • Outreach Coordinators provided each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles. • Focus Schools received an on-site monitoring visit one time during 2013-14

2013-14 Ensuring Leadership Responses	
Priority School Principals removed and replaced	34
Year 1 or 2 Principals with Assurance forms	161
Year 3+ or more Principals reviewed for evidence of ability to do turnaround work	66
Ineffective Round 1 (sent back April 15, 2014)	16
Ineffective Round 2 (received 2nd no letter May 15, 2014)	2

2014-15	*All Schools:* • Modify SIP • May request intervention from IDOE *Additions for **Priority** and **Focus**:* : • IDOE will begin full implementation of interventions in non-SIG Priority Schools in the 2014-15 school year, including a high quality plan to adjust school improvement planning and monitoring processes. Priority Schools must modify the interventions and implementation strategies based on findings from the 2013-14 summative monitoring report • Focus Schools must sustain or modify interventions required in 2013-2014 • Implemented school improvement interventions aligned to the Turnaround Principles • Completed a Student Achievement Plan supplement to the SIP • Priority Schools received an on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from the summative monitoring document • All Focus and Priority School leadership teams attended a regional meeting where requirements for schools were presented and expectations outlined • Superintendents completed an intentional evaluation of Priority School principals with 3 or more years of experience in a Priority School, and submitted documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success 2D Attachment 20, 21, 22,) • After reviewing evidence submitted by LEAs, IDOE responded by April 15 to LEAs with a determination regarding the principal's ability to lead

	the turnaround effort (2D Attachments 23, 24, 25,26) • Superintendents completed and submitted to IDOE a verification form with supporting documentation that principals with less than 3 years of experience were intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success (2D Attachment 27) • Superintendents completed a Replace document for any Priority School principal replaced after reviewing the ability to lead turnaround and determining a different leader was needed ((2D Attachment 28) • Outreach Coordinators provided each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles • Focus Schools received an on-site monitoring visit one time during 2014-15 • All Priority Schools will begin the school year with a principal determined to be intentionally placed with the ability to lead the turnaround effort and with a past track record of student success
2015-16	*All Schools:* • Hold a public hearing to notify community of lack of improvement • Modify SIP • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • Implement school improvement interventions aligned to the Turnaround Principles • Complete a Student Achievement Plan supplement to the SIP • Priority Schools will receive on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from the summative monitoring document. • All Focus and Priority School leadership teams will attend a regional meeting where requirements for schools are presented and expectations outlined • Superintendents will complete an intentional evaluation of Priority School principals with 3 or more years of experience in a Priority School, and will submit documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success ((2D Attachment 20, 21, 22) • After reviewing evidence submitted by LEAs, IDOE will respond by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort ((2D Attachment 23, 24, 25, 26) to IDOE a verification form with supporting documentation that principals with

	less than 3 years of experience are intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success (2D Attachment 27 • Superintendents will complete a Replace document for any Priority School principal replaced, after reviewing the ability to lead turnaround and determining a different leader was needed (2D Attachment 28)Outreach Coordinators will provide each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles. • Focus Schools will receive an on-site monitoring visit one time during 2015-16
2016-17	*All Schools:* • Hold a public hearing to notify community of lack of improvement • Modify SIP • May request intervention from IDOE *Additionally **for Priority and Focus** Schools:* • Implement school improvement interventions aligned to the Turnaround Principles • Complete a Student Achievement Plan supplement to the SIP • Priority Schools will receive on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from the summative monitoring document. • All Focus and Priority School leadership teams will attend a regional meeting where requirements for schools are presented and expectations outlined • Superintendents will complete an intentional evaluation of Priority School principals with 3 or more years of experience in a Priority School, and will submit documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success (2D Attachment 20, 21,22) • After reviewing evidence submitted by LEAs, IDOE will respond by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort (2D Attachment 23, 24,25, 26) • Superintendents will complete and submit to IDOE a verification form with supporting documentation that principals with less than 3 years of experience are intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success (2D Attachment 27) • Superintendents will complete a Replace document for any Priority

| | School principal replaced, after reviewing the ability to lead turnaround and determining a different leader was needed (2D Attachment 28)
- Outreach Coordinators will provide each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles.
- Focus Schools will receive an on-site monitoring visit one time during 2016-17 |
|---|---|

Priority Schools must implement interventions aligned to all Turnaround Principles; Focus Schools must implement interventions aligned to Turnaround Principles most relevant for their targeted needs for improvement based on data analysis of sub-groups to ensure all students have their learning needs met. For schools with special populations, including English learners and students with disabilities, technical assistance for Focus and Priority Schools is provided through collaboration Outreach and the Office of English Learning and Migrant Education and the Office of Special Education.

The collaborative efforts take many forms based on the need of the school. For example, if English learners are a particular sub-group that is identified as needing improvement, the Outreach Coordinator may work with the Office of English Learning and Migrant Education staff on data analysis, technical assistance, and potential resources. The Office of English Learning and Migrant Education often works with the school after the initial monitoring to provide additional technical assistance, professional development, and resources. A sample of a presentation that was used during the 2013-2014 school year is attached. (2D Attachment 29)

The Office of English Learning and Migrant Education has also partnered with Outreach coordinators throughout the entire state on joint regional professional development, monitoring, and in the development of resource documents for the subgroup of English learners.

An approved menu of professional development topics has been created. This document lists preapproved topics for schools to embed in the SIP. Although this list represents a resource of topics that address English learners, it is not exhaustive. If the LEA desires to provide research-based professional development that is not listed, the school is to contact the Office of English Learning and Migrant Education.

2.D.v   Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

To exit Priority status, a school must maintain a 'C' grade or better for at least two consecutive years or earn the status of being a Reward School for one year.

Carrying this out would require a school to show a combination of significant improvement on proficiency rates (between 10% to 20%) and substantially high growth over that two-year period (ranking in the top 25% of all schools in student growth). This type of movement (i.e. grade improvement) would demonstrate that the school has made major changes in the quality of instruction provided, in how the school operates, and the methods used to teach its students. Indiana's proposed criteria make it impossible to exit Priority status without establishing meaningful and long-term strategies that promise to put the students and the school on a path of future success.

Notably, a 10% improvement in proficiency rate and showing high student growth are required to increase a school's grade to the next level. A school that is able to raise its letter grade by that amount for two or more consecutive years is unlikely to precipitously regress. However, a school would not be able to exit that criteria after two years if the reason they were able to obtain two consecutive scores of "C" or earn Reward status was because of the top 75% performance.

2D. vi   Family and Community Engagement and Outreach for Focus and Priority Schools; The SEA will have a high quality plan to ensure that all parents, including those of special populations, teachers and other stakeholders understand flexibility implications. Additionally implement a high quality plan to engage teachers, their reps and other stakeholders on an ongoing basis and use their input in flexibility implementation.

In November 2013, the Indiana Association of School Superintendents, Indiana State Teacher's Association, Indiana Federation of Teachers, Indiana Association of School Principals, and Indiana School Board's Association were invited to a meeting with the Superintendent of Public Instruction and IDOE executive team to discuss the ESEA waiver and the implications for Focus and Priority Schools. IDOE shared the guidelines and expectations in the waiver and asked for their assistance with communicating the requirements with their memberships. The professional organizations in attendance were appreciative of IDOE providing them with the information and offered input on ways to communicate most effectively with the field. These groups are contacted on an ongoing basis and their input is often used to facilitate implementation and communication of key initiatives. (2D Attachment 30)

In December 2013, six regional meetings were conducted for teacher leaders, principals and superintendents throughout Indiana to share the ESEA flexibility waiver requirements and expectations for Focus and Priority Schools. Technical assistance and guidance were provided to enable the schools to successfully meet the requirements contained in the waiver.

2D. vii Describe process for identifying any schools that, after 3 years of interventions, have not made sufficient progress to exit priority status.
Outreach, School Improvement field staff, monitors each Priority School a minimum of twice a year. During the monitoring visits, staff observes classrooms, conduct stakeholder interviews, review evidence from the Student Achievement Plan and the rubric requirements and make a determination if the Priority School is on track and implementing interventions with fidelity. The Outreach staff complete a rubric indicating if interventions are being implemented and this data is compiled into a spreadsheet to enable school improvement staff to determine if interventions are implemented with fidelity for three years. Additionally, school grades are updated each year and if a school is not making sufficient progress to exit priority status, they are targeted for on-going monitoring and more rigorous interventions are implemented. Outreach staff provides Priority Schools with next steps during their year-end monitoring visit and these are expected to be developed in the next School Improvement Plan. If a school does not exit Priority Status, Outreach staff continues to monitor and provide a greater depth of technical assistance.

2D. viii Describe how the SEA will ensure increased rigor of interventions and supports in these (non-exiting) schools by the start of the 2015-16 school year.
Non-exiting Priority Schools will have increased support and accountability under a revised SEA process.

Focus and Priority School Status	School Interventions and Systems of Support						
	Comprehensive School Improvement Plan	Student Achievement Plan	Monitoring	Analyze Possible Redirect of federal funds	Early Warning Data Framework	Required Interventions from Turnaround Principles Menu	School External Diagnostic Review
Year 1	X	x	x	x			
Year 2	X	x	x	x	x	x LEA Choice	
Year 3	X	x	x	x	x	x LEA Choice	x
Year 4+	X	x	x	x	x	x IDOE Choice	Use to update plans
Network	X	x	x	x	x	x LEA/IDOE Choice	Recommend

2.E   FOCUS SCHOOLS

2.E.i   Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

Any Title I school that receives a 'D' and is not identified as a Priority School, or has a graduation rate under 60% for two consecutive years shall be classified as a *Focus School*.

Schools that receive 'Ds' under Indiana's state accountability model also have the largest achievement gaps in the state (i.e. the 5% of schools with the largest achievement gaps). In fact, 95% of the Title I schools with the largest achievement gap between their highest performing students (top 75% subgroup) and their lowest performing students (the bottom 25% subgroup) received 'Ds' and would be captured under this definition. These schools contribute to Indiana's achievement gaps across traditional subgroups as well.

Indiana's Focus Schools have both low proficiency rates and significant achievement gaps. It is Indiana's goal to reduce the number of focus schools by two-thirds (from 16% to 5%) by 2015 and to completely remove the need for this designation by 2020.

According to ESEA flexibility guidance documents, states are required to ensure that at least 10% of the State's Title I schools are identified as Focus Schools. Statewide, 15% (147 schools) of Title I schools would be identified as Focus Schools.

Focus and Priority School Inclusion

Through Indiana's use of the *Focus* and *Priority Schools*, Title I schools with the lowest 20% proficiency rate in English and Math; Title I schools with the 12% worst achievement gaps; and 100% of Title I schools with a graduation rate under 60 percent are identified for improvement.

IDOE continues to update our list of Focus Schools annually. For 2014-15, the IDOE identified 99 focus schools (10% of 991). We will update this list annually as we move forward with results of 2015.

The IDOE has been explicit with Focus Schools about conducting a root-cause analysis and after utilizing data to identify the work, including the Turnaround Principles and interventions explicitly in School Improvement Plans and Student Achievement Plans (SAPs), (attachment A) which is a supplement for all Focus schools. Schools are required to submit the plans and they are reviewed by IDOE staff for quality and compliance. Turnaround Principles, which most closely align with the root cause analysis and identified subgroup needing to improve, must have an intervention, timeline, action plan, driver, etc… Newly identified schools and districts are invited each year to regional meetings where all of the requirements are shared and explained. School improvement staff follow-up with principals and superintendents to ensure expectations are communicated. The IDOE has also created a tool kit of resources including research, webinars, and documents to assist LEAs with implementation of interventions aligned to the Turnaround Principles. Many of these resources are included on the Outreach page of our IDOE website. A menu of some potential interventions is also included in this document. It is being expanded to include more rigorous interventions for schools and districts that remain in the lowest performance category repeatedly. The IDOE intervention increases in rigor for support and accountability each year a school remains in the lowest category. The intervention requirements are also expanding to require a LEA response to support and hold local schools accountable when placed in the lowest category. Additionally, the IDOE school improvement staff provides ongoing technical assistance and professional development to support the implementation of interventions aligned to the Turnaround Principles.

2.E.ii   Provide the SEA's list of focus schools in Table 2.

2.E.iii   Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their

students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

As part of the ESEA flexibility extension request, IDOE is submitting a high-quality plan for adjusting and aligning its School Improvement Plan (SIP) and monitoring processes to facilitate the determination of whether its Focus Schools are implementing those interventions selected based on the performance of its lowest-performing ESEA subgroup(s).

See Attachment 9, Table 2 for a list of Indiana's Focus Schools.

The chart below displays how Indiana will ensure its LEAs with one or more Focus Schools will implement school improvement interventions starting in the 2012-13 school year.

Indiana's School Accountability System – Synergy of State and Federal	
	Each Title I-served school earning an "F" will be defined as a Priority School; each earning a "D" will be defined as a Focus School
2011-12	*Baseline Established*
2012-13	*All Schools:* - Modify SIP - May request intervention from IDOE *Additions for* **Priority** *and* **Focus***:* - Implement school improvement interventions aligned to the Turnaround Principles. For Focus Schools, the interventions and Turnaround Principles identified are directly aligned with the sub population gaps identified in student data
2013-14	*All Schools:* - Modify SIP *Additions for* **Priority** *and* **Focus***:* - Implemented school improvement interventions aligned to the Turnaround Principles - Completed a Student Achievement Plan supplement to the SIP - Priority Schools received on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from the summative monitoring document - All Focus and Priority School leadership teams attended a regional meeting where requirements for schools were presented and expectations outlined ((2E Attachments 1,2)

	• Superintendents completed an intentional evaluation of Priority School principals, with 3 or more years of experience in a Priority School, and submitted documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success • After reviewing evidence submitted by LEAs, IDOE responded by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort • Superintendents completed and submitted to IDOE a verification form with supporting documentation that principals with less than 3 years of experience were intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success • Superintendents completed a Replace document for any Priority School principal replaced after reviewing the ability to lead turnaround and determining a different leader was needed • Outreach Coordinators provided each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles • Focus Schools received an on-site monitoring visit one time during 2013-14 and the Student Achievement Plan and interventions were examined to determine that data regarding gaps between sub groups of students were correctly identified and aligned to the proper Turnaround Principles to positively improve student achievement
2014-15	*All Schools:* • Modify SIP • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • Priority Schools must modify the interventions and implementation strategies based on findings from the 2013-14 summative monitoring report • Focus Schools must sustain or modify interventions required in 2013-2014 • Implement school improvement interventions aligned to the Turnaround Principles • Complete a Student Achievement Plan supplement to the SIP • Priority Schools will receive on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from the summative monitoring document • All Focus and Priority School leadership teams will attend a regional meeting where requirements for schools are presented and

	expectations outlined 2E Attachments 1,2)
	• Superintendents will complete an intentional evaluation of Priority School principals, with 3 or more years of experience in a Priority School, and submit documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success
	• After reviewing evidence submitted by LEAs, IDOE will respond by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort
	• Superintendents will complete and submit to IDOE a verification form with supporting documentation that principals with less than 3 years of experience were intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success
	• Superintendents will completed a Replace document for any Priority School principal replaced, after reviewing the ability to lead turnaround and determining a different leader was needed
	• Outreach Coordinators will provide each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles
	• Focus Schools will receive an on-site monitoring visit one time during 2014-15 and the Student Achievement Plan and interventions were examined to determine that data regarding gaps between sub-groups of students were correctly identified and aligned to the proper Turnaround Principles to positively improve student achievement
	• All Priority Schools will begin the school year with a principal determined to be intentionally placed with the ability to lead the turnaround effort and with a past track record of student success
2015-16	*All Schools:* • Hold a public hearing to notify community of lack of improvement • Modify SIP • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • Schools will be required to use AdvancED School Improvement Planning process aligned to the Turnaround Principles. • Implement school improvement interventions aligned to the Turnaround Principles • Complete a Student Achievement Plan supplement to the SIP • Priority Schools will receive on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify the interventions and implementation strategies based on findings from

	the summative monitoring document
• All Focus and Priority School leadership teams will attend a regional meeting where requirements for schools are presented and expectations outlined (2E Attachments 1,2)
• Superintendents will complete an intentional evaluation of Priority School principals, with 3 or more years of experience in a Priority School, and submit documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success
• After reviewing evidence submitted by LEAs, IDOE will respond by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort
• Superintendents will complete and submit to IDOE a verification form with supporting documentation that principals with less than 3 years of experience were intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success
• Superintendents will completed a Replace document for any Priority School principal replaced, after reviewing the ability to lead turnaround and determining a different leader was needed
• Outreach Coordinators will provide each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles
• Focus Schools will receive an on-site monitoring visit one time during 2015-16 and the Student Achievement Plan and interventions were examined to determine that data regarding gaps between sub-groups of students were correctly identified and aligned to the proper Turnaround Principles to positively improve student achievement
2016-17	*All Schools:*
•   Hold a public hearing to notify community of lack of improvement
•   Modify SIP
•   May request intervention from IDOE

*Additionally for **Priority and Focus** Schools:*
Schools will be required to use AdvancED School Improvement Planning process aligned to the Turnaround Principles.
• Implement school improvement interventions aligned to the Turnaround Principles
• Complete a Student Achievement Plan supplement to the SIP
• Priority Schools will receive on-site monitoring from IDOE Outreach Coordinators two times during the school year and must plan to modify |

	the interventions and implementation strategies based on findings from the summative monitoring document
	• All Focus and Priority School leadership teams will attend a regional meeting where requirements for schools are presented and expectations outlined (2E Attachments 1,2)
	• Superintendents will complete an intentional evaluation of Priority School principals, with 3 or more years of experience in a Priority School, and submit documentation and evidence to IDOE of a principal's ability to lead the turnaround effort and past track record of student success
	• After reviewing evidence submitted by LEAs, IDOE will respond by April 15 to LEAs with a determination regarding the principal's ability to lead the turnaround effort
	• Superintendents will complete and submit to IDOE a verification form with supporting documentation that principals with less than 3 years of experience were intentionally evaluated and determined to have the ability to lead the turnaround effort and with a track record of student success
	• Superintendents will completed a Replace document for any Priority School principal replaced, after reviewing the ability to lead turnaround and determining a different leader was needed
	• Outreach Coordinators will provide each Focus and Priority School with a summative monitoring evaluation to respond to progress on intervention selection and progress with implementation of Turnaround Principles
	• Focus Schools will receive an on-site monitoring visit one time during 2016-17 and the Student Achievement Plan and interventions were examined to determine that data regarding gaps between sub-groups of students were correctly identified and aligned to the proper Turnaround Principles to positively improve student achievement

Priority Schools must implement interventions aligned to all Turnaround Principles; Focus Schools must implement interventions aligned to Turnaround Principles most relevant for their targeted needs for improvement based on data analysis of sub-groups to ensure all students have their learning needs met. For schools with special populations, including English learners and students with disabilities, technical assistance for Focus and Priority Schools is provided through collaboration between the Division of Outreach for School Improvement and the Office of English Learning and Migrant Education and the Office of Special Education.

The collaborative efforts take many forms based on the need of the school. For example, if English learners are a particular subgroup that is identified as needing improvement, the

Outreach Coordinator may work with the Office of English Learning and Migrant Education staff on data analysis, technical assistance, and potential resources. The Office of English Learning and Migrant Education often then continues working with the school after the initial monitoring to provide additional technical assistance, professional development, and resources. A sample of a presentation that was used during the 2013-2014 school year is attached. (2E Attachment 3)

The Office of English Learning and Migrant Education has also partnered with Outreach Coordinators throughout the entire state on joint regional professional development, monitoring, and in the development of resource documents for the sub-group of English learners.

An approved menu of professional development topics has been created. This document lists preapproved topics for schools to embed in the SIP. Although this list represents a resource of topics that address English learners, it is not exhaustive. If the district desires to provide research-based professional development that is not listed, the school is to contact the Office of English Learning and Migrant Education.

IDOE will require LEAs with one or more Focus Schools to implement scientifically-based interventions aligned with demonstrated needs supported by quantitative and qualitative data. The process and timeline for these efforts are as follows:

School Improvement Interventions – Selection Criteria and Parameters

Under Indiana's proposal, Priority and Focus Schools will be provided substantive flexibility to implement scientifically-based, student-/school-based data-informed interventions aligned to the Turnaround Principles. As described below, these interventions will be tied to the Turnaround Principles and a framework utilized by IDOE during monitoring and School Quality Reviews –and aligned with the Turnaround Principles. The LEA may propose an intervention not listed below as long as it is anchored in the Turnaround Principles.

As part of the ESEA flexibility extension request, IDOE will submit a high quality plan for adjusting and aligning its SIP and monitoring processes to facilitate the determination of whether its Focus Schools are implementing those interventions selected based on the performance of its lowest-performing ESEA subgroups(s).

Alignment of School Improvement Interventions with Turnaround Principles

Indiana's Turnaround Principles	Intervention Examples
Turnaround Principle 1: School Leadership Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and	• Replace the school principal with one who has a past track record of student success and the ability to lead the turnaround effort • Provide the principal with a mentor

effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget	from a high-performing school • Redesign school leadership structure to provide appropriate operational flexibility
Turnaround Principle 2: School Climate and Culture Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs	• Utilize a behavior interventionist • Establish a school-wide research based positive behavioral interventions and support system • School-wide program to eliminate bullying or promote tolerance • Create a system of wrap-around student services
Turnaround Principle 3: Effective Instruction Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards	• 8-Step Process • Formative Assessment Development and Training (e.g., Acuity) • On-going professional development targeting best instructional practices determined by classroom walk-thru data, teacher observation data and student achievement data • Teachers intentionally communicate learning objectives to students which are aligned to Indiana's college and career ready standards • Instructional Coaches
Turnaround Principle 4: Curriculum, Assessment, and Intervention System Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted	• School leaders verify the curriculum being delivered is aligned to the Indiana college and career ready standards by frequent classroom walk-throughs and reflective feedback to teachers • Conduct a Curriculum Audit • Interventionist • Instructional coach lesson modeling • Create an intervention plan for students who are behind academically Tier 2 and Tier 3 Intervention, specifically for students two or more years behind academically

Turnaround Principle 5: Effective Staffing Practices Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs	• Replace ineffective teachers and staff • Ensure the school leader has the authority to hire his/her teachers and staff • Revise the schedule to create time for professional learning communities • Create hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work • Ensure ineffective teachers are not assigned or reassigned to the Priority School • Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting
Turnaround Principle 6: Enabling the Effective Use of Data Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data	• Utilize a data coach • Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities) • Create a system-wide approach to tracking school data and individual student data • Analyze formative and summative assessments to respond to student academic, behavioral, and social needs
Turnaround Principle 7: Effective Use of Time Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration	• Restructure the academic schedule to increase core content or remediation time • Revise the schedule to create tutoring or extended learning time. • Ensure the schedule is designed to meet the professional development needs of staff
Turnaround Principle 8: Effective Family	• Utilize a community or family liaison

and Community Engagement. Provide an ongoing mechanism for family involvement in school decision making and understanding student progress	- Create a process to involve family members in school decision-making - Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support - Utilize a method of gathering stake-holder feedback that informs goals - and on-going progress monitoring

School Improvement Interventions – Expectations for Implementation

LEAs of Focus Schools are expected to implement interventions for the appropriate Turnaround Principles to address gaps between subgroups as identified during a root cause analysis using school and student data. Outreach Coordinators, during monitoring visits, will review the Student Achievement Plan, a supplement to the SIP, which contains an outline of interventions, data, priority areas of improvement, goals and an action plan. Coordinators will examine evidence of interventions and verify implementation through classroom observations, staff interviews, document review, and formative assessment data. Coordinators will provide LEAs with an intervention status update based on the monitoring evidence, which provides LEAs with next steps. A summative monitoring rubric will be given to LEAs following the monitoring visit, which will clearly define progress with interventions.

School Improvement Interventions – Timeline for Focus Schools

In Year 1, Focus Schools must do the following:
- Select at least three interventions aligned to the appropriate Turnaround Principles to address the sub-group population academic gaps determined by school or student data
- Submit information to IDOE outlining each proposed intervention and justifying the selections with evidence from student and school data, also identified from the root cause analysis from the Student Achievement Plan. All Focus Schools must complete a Student Achievement Plan, as a supplement to the SIP Plan, and aligned with the appropriate Turnaround Principles to intentionally address the learning needs identified for sub-groups as determined during the root cause analysis
- Subject to IDOE review and requests for revisions, LEAs implement the interventions during Year 1. IDOE will monitor LEAs for progress toward successful implementation and positive student performance change with a rubric aligned to the indicators in the Student Achievement Plan and the monitoring tool
- Focus Schools will be tracked for implementation of interventions until they exit school improvement status

In Year 2, Focus Schools must do the following:
- Analyze student-/school-level data to determine necessary modifications to the

interventions, and fidelity of implementation
- o The number of interventions can be adjusted based on demonstrated needs
- o All implementation plans for proposed interventions must be aligned with the school/student level data and support the root cause analysis and selected based on the performance of its lowest-performing ESEA sub-group(s)
- Plan to make modifications to proposed interventions, aligned to all Turnaround Principles, based on mid-year findings from IDOE-provided Outreach Coordinator monitoring
- Submit information to IDOE outlining each proposed intervention and justifying the selections with evidence from previous year's findings as well as School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 2
- Participate and comply with IDOE- on-site monitoring
- Based on findings from the Outreach Coordinator monitoring and IDOE review (subject to requests for revisions), adjust interventions accordingly

In Year 3, Focus Schools must do the following:
- Implement interventions, aligned to Turnaround Principles, selected based on the performance of its lowest-performing ESEA subgroup(s)as stipulated by IDOE, based on findings from the on-site Outreach Coordinator monitoring
- Consistent with 1003(g) School Improvement Grant funding, LEAs that choose not to comply with this expectation will not continue to be provided with that funding

School Improvement Interventions – Technical Assistance

To ensure successful implementation of these interventions, this more differentiated, locally-driven approach must be paired with an IDOE-delivered frequent, high-touch system of technical assistance, monitoring and evaluation, both when LEAs are selecting and implementing school improvement interventions aligned to the Turnaround Principles. To this end, the Outreach Division of School Improvement at IDOE was restructured to ensure the necessary human capital are dedicated to working closely with LEAs and their Priority and Focus Schools. Currently, Outreach consists of 13 field staff, who live in the nine regions of the state, and support and monitor the Focus and Priority Schools in their regions. Outreach also includes 4 3 Outreach Specialists who work internally at IDOE to support the Coordinators in the field. Outreach is led by a Director of Outreach and the Assistant Superintendent of ~~the Outreach Division of~~ School Improvement. (2D Attachment 8) A Director of Family and Community Engagement and Director of District Improvement have been added to the Outreach Division. The Outreach division has merged with other divisions to produce a School Improvement Team. The following divisions are now encompassed in school improvement and meet weekly to support schools in the field: Title, Migrant, Early Learning, English Learners, Special Education, College and Career Readiness, e-Learning, and Grants Management. By working as a comprehensive team, we are able to align resources,

Outreach will utilize a technical assistance approach consisting of two phases and three total elements to ensure LEAs with Priority and/or Focus Schools select, monitor, and modify school improvement interventions in a manner that improves student achievement and closes achievement gaps.

Phase I: Selection of School Improvement Intervention
    I.   Root Cause Analysis
    II.   Data-Driven Intervention(s) Selection

    I.   Root Cause Analysis

LEAs with Priority and/or Focus Schools will be required to complete a "root cause analysis" prior to selecting school improvement interventions aligned to the Turnaround Principles. This analysis will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an Outreach School Improvement Specialist. Outreach will provide LEAs with technical assistance to complete this "root cause analysis" through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance. The objective of the "root cause analysis" is to ensure that LEAs have identified critical areas for improvement prior to selecting school improvement interventions.

    II.   Data-Driven Intervention(s) Selection

Outreach currently consists of 13 field staff, who live in the nine regions of the state, and support and monitor the Focus and Priority Schools in their regions. Outreach also includes 4 Outreach Specialists who work internally at IDOE to support the Coordinators in the field. Outreach is led by a Director of Outreach and the Assistant Superintendent of the Outreach Division of School Improvement. The objective of the Student Achievement Plan with data driven interventions is to ensure selected school improvement interventions are aligned to the Turnaround Principles and an analysis of multiple school- and student-level data sources.

Phase 2: Monitoring and Modification of School Improvement Intervention
    III.   Implementation Monitoring
Outreach Coordinators will conduct at least one on-site monitoring visit to each Focus School during the academic year. These monitoring visits will utilize a mixed-methods approach to tracking the fidelity with which the intervention(s) is/are being implemented (e.g., focus group with staff, interview with school leader, classroom observation, reviewing data analysis and intervention selection, and reviewing evidence and the written Student Achievement Plan). (2E Attachment 4) Provides an example of guidance given to LEAs concerning progress towards intervention implementation, identified gaps, and adjustments needed in Student

Achievement Plans. Subsequent to these visits, Outreach Coordinators will provide schools with a list of evidence needed to support implementation plans and respond to requests for guidance in completing Student Achievement Plans. Progress toward plan implementation and positive changes in student achievement results from leading indicators will be provided to LEAs in monitoring reports. The feedback that is provided after the final monitoring visit and included in the Summative monitoring rubric of the academic year will be expected to be addressed in the LEA's next Student Achievement Plan submission if the school does not exit Priority or Focus status. All Focus Schools will continue to implement interventions until they exit Focus status. IDOE will monitor implementation with on-site visits and track progress.

IDOE is working with partners, including AdvancED, to develop a comprehensive school improvement plan that includes the requirements for PL221, Student Achievement Plan, and the Title I school improvement plan. The comprehensive plan allows Indiana to make available a tailored Indiana Continuous Improvement Solution to every eligible public school in the state. The Indiana comprehensive school improvement plan includes standards, diagnostics, surveys, assurances, planning, and reporting tools necessary for schools and districts to complete the internal review process, continuous improvement planning, as well as accountability and compliance reporting.

Eligible Focus and Priority schools receive funding to participate in school improvement planning through AdvancED. This grant requires a partnership with AdvancED in using the ASSIST program, as well as possible professional development and site reviews. The intent of the grant it to provide resources to streamline multiple plans, write an effective school improvement plan, and build leadership capacity. The 1.0 version of this project took place in the Spring thru Fall of 2014 with 28 schools participating. For the 2014-2015 school year, the 2.0 project expanded to include 125 Focus and Priority schools. For the next three years, IDOE plans to expand the comprehensive school improvement plan to additional schools throughout the state so that clarity of goals, resources, and improvement activities can be established.

BENEFITS
- All options will have access to AdvancED's web-based school improvement platform, ASSIST.
- ASSIST will allow schools to have a one-stop-shop for all improvement needs.
- Opportunity to dig-deep into school data, needs, and evidence of successes.
- One plan to meet all needs of reporting: PL221/SIP, SAP, Title I SWP
- ASSIST goal builder is tailored to Indiana's needs and allows for custom content and drop-down menus so districts and schools can easily address planning. It provides a living, breathing document that can be easily updated throughout the year, and in years to come.
- Partnership with AdvancED for professional development in regards to writing school improvement plans, as well as focusing on individual school needs.

2.E.iv   Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

To exit Focus status, a school must maintain a 'C' grade or better for at least two years or earn the status of being a Reward School for one year and the grade improvement or Reward status is derived by the improvement of the subgroup(s) that originally fostered the school categorization as Focus. If a school moves from being a 'D' school up to at least a 'C' for two years, this attainment means it has made significant gains in student growth and achievement. If a school can move one letter grade and sustain that level of achievement for two years, it is likely that substantive changes were made to the instructional quality at the school.

As described in 2.D.v, carrying this out would require a school to show a combination of significant improvement on proficiency rates (between 10 to 20%) and substantially high growth over that two-year period (ranking in the top 25% of all schools in student growth).

Once a school has exited Focus status, the school is no longer required to implement interventions.

2.E. v. Family and Community Engagement and Outreach for Focus and Priority Schools; The SEA will have a high quality plan to ensure that all parents, including those of special populations, teachers and other stakeholders understand flexibility implications. Additionally implement a high quality plan to engage teachers, their reps and other stakeholders on an ongoing basis and use their input in flexibility implementation.

In November 2013, the Indiana Association of School Superintendents, Indiana State Teacher's Association, Indiana Federation of Teachers, Indiana Association of School Principals, and Indiana School Boards' Association were invited to a meeting with Superintendent of Public Instruction and IDOE executive team to discuss the ESEA waiver and the implications for Focus and Priority Schools. IDOE shared the guidelines and expectations in the waiver and asked for their assistance with communicating the requirements with their memberships. The professional organizations in attendance were appreciative of IDOE providing them with the information and offered input on ways to communicate most effectively with the field. These groups are contacted on an ongoing basis and their input is often used to facilitate implementation and communication of key initiatives. (2D Attachment 30)

In December 2013, six regional meetings were conducted for teacher leaders, principals and superintendents throughout Indiana to share the ESEA flexibility waiver requirements and expectations for Focus and Priority Schools. Technical assistance and guidance were provided to enable the schools to successfully meet the requirements contained in the waiver.

2E vi Describe process for identifying any schools that, after 3 years of interventions, have not made sufficient progress to exit Focus status.

Outreach School Improvement field staff monitor each Focus School a minimum of one time a year. During the monitoring visits, staff observe classrooms, conduct stakeholder interviews, review evidence from the Student Achievement Plan and the rubric requirements and make a determination if the Focus School is on track and implementing interventions with fidelity. The Outreach staff complete a rubric indicating if interventions are being implemented and this data is compiled into a spreadsheet to enable school improvement staff to determine if interventions are implemented with fidelity for three years. Additionally, school grades are updated each year and if a school is not making sufficient progress to exit Focus status, they are targeted for on-going monitoring and more rigorous interventions are implemented. Outreach staff provides Focus Schools with next steps during their year-end monitoring visit and these are expected to be developed in the next School Improvement Plan. If a school does not exit Focus Status, Outreach staff continue to monitor and provide a greater depth of technical assistance.

2E. vii Describe how the SEA will ensure increased rigor of interventions and supports in these (non-exiting) schools by the start of the 2015-16 school year.
Non-exiting Focus Schools will have increased support and accountability under a revised SEA process.

Focus and Priority School Status	School Interventions and Systems of Support						
	Comprehensive School Improvement Plan	Student Achievement Plan	Monitoring	Analyze Possible Redirect of federal funds	Early Warning Data Framework	Required Interventions from Turnaround Principles Menu	School External Diagnostic Review
Year 1	X	x	x	x			
Year 2	X	x	x	x	x	x LEA Choice	
Year 3	X	x	x	x	x	x LEA Choice	x
Year 4+	X	x	x	x	x	x IDOE Choice	Use to update plans

Network	X	x	x	x	x	x LEA/IDOE Choice	Recommend

(2E Attachment 5)

2.F   PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F   Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Incentives and Supports

~~Title I schools that are not in priority or focus status will have flexibility and autonomy to select and monitor the implementation of their selected school improvement interventions and will also have the option to receive all elements of the technical assistance IDOE provides to priority and focus Title I schools. (as described in 2.D.iii and 2.E.iii).~~

~~To incent LEAs to continue to work with the IDOE to monitor the selection and implementation of school improvement initiatives in other Title I schools, the IDOE will automatically consider schools that accept technical assistance for Indiana's Distinguished Title I Schools award. This annual competition recognizes Title I schools that demonstrate high student performance or high student growth. A winner and select group of finalists are selected for both high student performance and high student growth. All award recipients, including finalists, receive a grant award and recognition from the State Superintendent. Through this incentive, Title I schools that partner with the IDOE to ensure their school improvement interventions are selected, monitored, and modified with fidelity could potentially receive additional funding and at the very least will receive supplementary technical assistance.~~

Title I schools that are not in Priority or Focus status will have flexibility and autonomy to select and monitor the implementation of their selected school improvement interventions and will also have the option to receive all elements of the technical assistance IDOE provides to priority and focus Title I schools

IDOE will annually identify schools to be recognized as Title I Distinguished Schools. This annual competition recognizes Title I schools that demonstrate high student performance or high student growth. A winner and select group of finalists are selected for both high student performance and high student growth. All award recipients will receive a grant award and recognition from the State Superintendent.

Indiana's process for identifying Title I Distinguished Schools is multi-layered.
- An initial list of schools is generated based on the following criteria:

- o Earned "A" on Indiana's Accountability System
  - o Have at least 40% poverty and are operating a Schoolwide Title I program
  - o Have at least 2 subgoups, including at least one ESEA subgroup
  - o Meet the criteria outlined by the National Association of State Title I Directors (NASTID) for participation in the program (currently the organization identifies schools in the following categories: Exceptional Student Performance or Significantly Closing the Achievement Gap)
- IDOE conducts phone interviews with each school identified to learn more about the school, instructional strategies, professional development and community and family engagement
- IDOE ranks schools based on the phone interview and do site visits to the top scoring schools
- IDOE selects two schools to represent each category at NASTID

Distinguished schools will be highlighted in several ways. They will be honored at the national Title I Conference. Representatives from IDOE, including the Superintendent of Public Instruction, will participate in a school ceremony to present banners and a monetary grant award in recognition of their distinction. IDOE will also produce brief videos highlighting the schools.

From the cohort of nominees and winners, IDOE will create a Distinguished Principal network. This network will support struggling schools in any of the following ways: through leadership meetings, professional development, videos, documents, or other artifacts and principal/school mentorships.

Additionally, the Outreach Division of School Improvement will identify other strong leaders and effective practices being successfully implemented. Title I and 1003(g) SIG schools are currently highlighted in monthly newsletters that are shared with the field via email, Learning Connection, and through our website. Schools are identified by Outreach Coordinators, school improvement staff, Title I staff, and other division staff with first-hand knowledge of working with and supporting schools.

Monitoring and Accountability for Continuous Improvement

In addition to the integration of state and federal school improvement models (described in 2.D.iv), Indiana will also provide two additional levels of "checks" for non-priority, focus and reward Title I schools. These checks are designed to prevent any student population from slipping through the cracks – by ensuring improved student achievement and the closure of achievement gaps through the close monitoring of student performance in both the bottom 25% subgroup and in the traditional ESEA subgroups. Moreover, these checks prevent the masking of individual subgroup performance by any subset of students. Following is a chart describing these checks and their constitutive supports and interventions for other Title I schools not meeting expectations for a particular subgroup.

Indiana's Proposed School Accountability System – Subgroup Checks		
	Bottom 25% subgroup	_ESEA subgroups_

	All Schools that receive an overall grade of "A," "B" or "C" *(Non **Priority, Focus and Reward** Title I schools subject herein to interventions are called "**Focus-Targeted**")*	*All Schools that receive an overall grade of "A," "B" or "C"* *(Non **Priority, Focus and Reward** Title I schools subject herein to interventions are called "**Focus-Targeted**")*
2011-12	*Baseline Established*	*Baseline Established*
2012-13	*All Schools:* *If a school's bottom 25% subgroup does not receive an "A" or increase at least **one letter grade** from the baseline, it must* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup*	*All Schools:* *For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades** or greater behind the overall group or does not meet annual state targets of achievement):* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup*
2013-14	*All Schools:* *If a school's bottom 25% subgroup does not receive an "A" or increase at least one letter grade from the baseline, it must* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup*	*All Schools:* *For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades** or greater behind the overall group or does not meet annual state targets of achievement):* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet*

		expectations for this subgroup
2014-15	*All Schools:* *If a school's bottom 25% subgroup does not receive an "A" or increase at least one letter grade from the baseline, it must* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)*	*All Schools:* *For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades** or greater behind the overall group or does not meet annual state targets of achievement):* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)*
2015-16	*All Schools:* *If a school's bottom 25% subgroup does not receive an "A" or increase at least **two letter grades*** (note shift) from the baseline, it must* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* *IDOE will offer technical assistance to LEAs to make the appropriate modifications to their school improvement plan*	*All Schools:* *For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades** or greater behind the Overall group, or does not meet annual state targets of achievement):* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to their school*

		improvement plan
	*Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)*	*Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)*
2016-17	*All Schools:* *If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)*	*All Schools:* *For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades** or greater behind the overall group or does not meet annual state targets of achievement):* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant*

	• LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup	application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup
2017-18	*All Schools:* *If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)* • *LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup*	*All Schools:* *For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades** or greater behind the overall group or does not meet annual state targets of achievement):* • *Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan* *Additions for **Focus-Targeted**:* • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)* • *LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup*
2018-19	*All Schools:* *If a school's bottom 25% subgroup does*	*All Schools:* *For any ESEA subgroup** that **does not**

	not receive an "A" or increase at least two letter grades from the baseline, it must • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan Additions for **Focus Targeted**: • The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup • Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review	**meet expectations** (i.e. **two letter grades or greater behind the overall group or does not meet annual state targets of achievement**): • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan Additions for **Focus Targeted**: • The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup • Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review
2019-20	**All Schools:** If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must • Modify school improvement plan for IDOE review and approval to include	**All Schools:** For any ESEA subgroup** that **does not meet expectations** (i.e. **two letter grades or greater behind the overall group or does not meet annual state targets of achievement**): • Modify school improvement plan for

specific intervention strategies for this subgroup *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan*	*IDOE review and approval to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan*
Additions for ***Focus Targeted***: • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)* • *LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup* • *Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review*	*Additions for* ***Focus Targeted***: • *The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup* • *Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup* • *IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)* • *LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup* • *Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review*

* Schools have three years to raise the bottom 25% subgroup one grade because for most schools this group is significantly below the proficiency bar (the average passing percentage is 40%, which is 20% below the threshold to earn a "D" on proficiency in the model). As such, schools will need time to dramatically improve these results. Similarly they are given the same consideration for raising this group's performance two grades in eight years. To be clear, both of these targets reflect very high expectations.

** Even if a school has fewer than thirty students in a subgroup that is not meeting expectations (as defined in the preceding chart), Indiana will still require it to fulfill the requirements and accept the technical assistance described in the chart titled, Indiana's Proposed School Accountability System – Subgroup Checks to ensure that no ESEA subgroup, regardless of "n size," is overlooked.

TARGETED SCHOOLS

Indiana will rename the school improvement category of Focus-Targeted to Targeted. This category captures non Priority, Focus or Reward schools that earn letter grades of A, B, or C and have made low growth and low achievement in one or more subgroups of students. The accountability check ensures that all schools are meeting high expectations for all groups of students.

Title I-served schools will be identified as Targeted if any of the following ESEA subgroups fails to meet its AMO percentage:

- All students
- African America
- Asian/Pacific Islander
- Hispanic
- White
- Students with Disabilities
- Limited English Proficiency
- Free/Reduced price meals
- Low Socio-Economic Status

AMO charts are available in attachment XX.

Indiana currently displays school information, such as demographic data, student performance and graduation rate through its Compass system. Subgroup information is reported publicly and made available for parents and community stakeholders in the following format on Compass:

English/Language Arts			
Student Group	**Participation (Goal 95%)**	**Performance Goal**	**Performance Actual**
All Students	99.29 %	81.00 %	67.72 %
African American	100.00 %	66.00 %	50.77 %
Asian/Pacific Islander	100.00 %	87.00 %	92.31 %
Hispanic	99.33 %	76.00 %	59.87 %
White	99.29 %	87.00 %	75.59 %
Student with Disabilities	98.57 %	54.00 %	34.11 %
Limited English Proficient	99.58 %	57.00 %	53.19 %
Free/Reduced price meals	99.14 %	72.00 %	61.48 %
Bottom 25%	100.00 %	52.00 %	17.54 %
Top 75%	100.00 %	91.00 %	80.31 %

Math			
Student Group	**Participation (Goal 95%)**	**Performance Goal**	**Performance Actual**
All Students	99.68 %	82.00 %	79.03 %
African American	100.00 %	65.00 %	61.19 %
Asian/Pacific Islander	100.00 %	91.00 %	92.31 %
Hispanic	99.69 %	78.00 %	74.32 %
White	99.68 %	89.00 %	84.51 %
Student with Disabilities	99.52 %	61.00 %	55.24 %
Limited English Proficient	99.83 %	67.00 %	70.55 %
Free/Reduced price meals	99.57 %	76.00 %	75.17 %
Bottom 25%	100.00 %	54.00 %	32.48 %
Top 75%	100.00 %	92.00 %	87.95 %

2013 Graduation Rate ***		
Student Group	**Performance Goal**	**Performance Actual**
All Students	86.00 %	85.90 %
Hispanic	77.00 %	81.50 %
White	87.00 %	89.30 %
Student with Disabilities	64.00 %	67.50 %
Limited English Proficient	70.00 %	79.20 %
Free/Reduced price meals	77.00 %	84.60 %

Baselines and goals will reflect new standards, assessments, and student data from Indiana's new assessment in spring 2015. Indiana proposes the following timeline for identification of schools in this school improvement category:

TIIMELINE FOR TARGETED SCHOOLS	
New AMOs will be developed, based on new assessment, new standards, and student data	Fall 2015
Schools will be identified for Targeted status based on spring 2015 assessment data	Fall 2015
Schools will be identified for corrective action if AMOs missed for Title III (if applicable)	Fall 2015
Schools will submit updated PL 221/SIP plans to IDOE	Fall 2015
LEA and SEA monitoring will commence	Winter/Spring 2016

REQUIRED ACTIONS
Schools that are identified as Targeted will be required to implement specific actions. The LEA and SEA will also implement actions to provide technical assistance, support, and oversight for the school.

Schools will:
- Use data to conduct a needs assessment and identify the specific needs and concerns around low-performing subgroups
- Update/revise school improvement plans to ensure that needs are being addressed through instruction, curriculum, professional development, community and family engagement, and leadership
- Update/revise federal Title grants to ensure that funds are used to implement strategies that support the needs of low-performing subgroups

IDOE will:
- Provide guidance on updating and submitting/resubmitting school improvement plans
- Provide technical assistance on effective use of federal funds to address needs of specific groups
- Identify best practices (see next section) from high performing schools and develop resources to

share best practices with Targeted schools

RESOURCES
Schools may select from a menu of options that are aligned to the following areas of the school improvement plan.

The subgroup checks are designed to trigger required school improvement interventions and to provide technical assistance aimed at a particular student population. As such, these interventions and technical assistance will be tailored to the specific subgroup in need of improvement. As an illustration, the chart below describes how interventions and technical assistance will be tailored if triggered as a result of English learner or special education subgroup performance.

~~(Remove this chart and replace with chart in RED below for school, LEA, and SEA responsibilities, consolidates EL and Sped; adds exit language):~~

~~Targeted Interventions and Technical Assistance Resulting From Triggering of Subgroup Checks – English Learners and Special Education~~		
~~Intervention or Technical Assistance~~	~~Targeted for English Learners Subgroup~~	~~Targeted for Special Education Subgroup~~
~~Modifying school improvement plan~~	~~Must include professional development that is at least monthly, progress monitored by LEA, provided to all teachers and selected from a menu of approved topics from Title III office (these approved topics will be created with advisement from the committee of practitioners and content experts such as the Center for Applied Linguistics)~~	~~Must work with the Indiana Resource Network (i.e. nine resource centers designed to support LEAs not meeting IDEA's federal indicator targets) to complete a needs assessment and create an action plan specifying mandatory interventions for the school that triggered the special education subgroup check~~
~~Impact on Federal programs~~	~~Technical assistance offered by Title III specialists, in conjunction with assistance from Great Lakes East and the Center for Applied Linguistics, to ensure an LEA's Title III application describes at the school-level how targeted professional~~	~~For LEAs not compliant with their required corrective actions and/or continued issues with their data (i.e. from resource centers for implementation), delay of funding will be considered~~

	development will meet the criteria listed in the table cell above	
Quality review from IDOE	*Conducted jointly by representatives from Title III and the Office of School Improvement and Turnaround, utilizing an adapted framework for high-poverty, high-quality schools to reflect English learners' needs (adapted in collaboration with Mass Insight)*	*Conducted jointly by representatives from Title III and the Office of School Improvement and Turnaround, utilizing the special education program area review of indicators and support from SEA-sponsored special education resource centers*

Intervention or Technical Assistance	Interventions for English Learners and Special Education Subgroups

Modifying school improvement plan	Modify school improvement plan (and other plans, as applicable) to include:
	
	▪ A complete needs assessment for all subgroups that identify both strengths and areas of improvement
	▪ Strategies to address the needs in any of the following areas:
	
	    o Instruction
	    o Curriculum
	    o Professional Development
	    o Staff Quality
	    o Parent Involvement

Impact on Federal programs	Schools should align all resources, including local, state, and federal resources as needed to support strategies that will address needs of low-performing subgroup(s)
Alignment with English Learners and Special Education	Ensure alignment of plans to Title III AMAO plans or SSIP, if applicable

LEA and SEA Oversight and Support of School Interventions	
LEA Required Actions	SEA Required Actions
Provide technical assistance and support to schools as needed in revising the school improvement plan, conducting the needs	Provide technical assistance and support to both schools and LEAs as needed in revising the school improvement plan, conducting the needs

assessment, and aligning local, state, and federal resources to support strategies.	assessment, and aligning local, state, and federal resources to support strategies.
Monitor implementation of school improvement plan and specific strategies identified for low-performing subgroups	Monitor implementation of school improvement plan and LEA oversight of specific strategies identified for low-performing subgroups through consolidated monitoring protocol

(Add new text:)
EXITING TARGETED STATUS

A Targeted school exits status when all subgroups meet performance indicators.

Schools that remain in Targeted status for the same subgroup performance in consecutive years will continue to implement all required actions. IDOE will annually identify those schools and provide additional, focused support that may include technical assistance, professional development, additional monitoring, or other support as needed.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G   Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
   i.   timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
   ii.   holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
   iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
   Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

> **i.   timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;**
>
> To bolster IDOE's monitoring of and technical assistance for LEA implementation of interventions in priority and focus schools, additional structures and supports will be built around the proposed interventions. For priority and focus schools, the LEA will be required to submit an intervention plan each year, which in turn will be reviewed by the IDOE and subject to necessary revisions. This additional check will provide meaningful monitoring and technical assistance to ensure the interventions selected from the menu of options are data-

driven and reflective of the school's demonstrated needs. This review and potential revision process persists for priority schools until year 3 and for focus schools until year 4, when the LEA must align its interventions to the IDOE's recommendations based on the findings of the Technical Assistance Team Quality Review.

Rather than creating another compliance exercise, this process is designed to align federal and state improvement efforts into a singular, coherent strategy. IDOE is serious about ensuring that all plans, interventions and uses of funds (federal and state) are closely aligned. More importantly, all plans and funds must directly address the needs of the students and be firmly grounded in relevant performance data.

> ii.   holding LEAs accountable for improving school and student performance, particularly for turning around priority schools; and

Indiana's current school accountability law does not grant IDOE the authority to provide meaningful technical assistance to an LEA until a school's fourth consecutive year of "F" status. It is not until a school's sixth consecutive year of "F" status that the IDOE, in conjunction with the SBOE, can substantively intervene to turnaround a priority school that an LEA has failed to improve.

The model proposed in this section and previously in 2.D.iii and 2.E.iii dramatically increases the urgency and degree of LEA accountability for improving school and student performance in priority and focus schools. To receive school improvement funds, LEAs must forfeit authority to select and manage the implementation of school improvement interventions when a Title I school enters into its third year of priority status or its fourth year of focus status. When schools enter into either of these stages of improvement, the IDOE will do the following:

1. Assign school improvement interventions rooted in findings from the previous academic year's Technical Assistance Team Quality Review
2. Closely monitor and adjust as needed the implementation of school improvement interventions

IDOE will also hold LEAs accountable for turning around priority schools by continuing to enforce the interventions prescribed in P.L. 221, including changing the priority school's governance structure. Specifically, if an LEA fails to utilize the resources and authority at its disposal across a six-year trajectory for turning around its priority schools, IDOE and SBOE will take the appropriate actions to ensure a dramatic course correction is applied.

As described in 2.D.iii., Indiana recently demonstrated this commitment by directly intervening in seven of the state's persistently lowest performing schools. Five of these schools are no longer a part of the LEA and are now designated "Turnaround Academies" under the auspices of the SBOE. For a Turnaround Academy to rejoin the LEA, the SBOE will need to see that the LEA has, in the time that the Turnaround Academy has been operated by a TSO, demonstrated significant improvement in its other priority and focus schools as well as

made appropriate district-level changes in staffing and structure to better support its low-performing schools. When determining the next steps for a Turnaround Academy at the end of the TSO's four-year operational contract, the SBOE will have a menu of options from which to select, including renewing the TSO's contract.

The assignment of TSOs constitutes a school restart, one of the four federal turnaround models. A recent analysis of School Improvement Grant recipients identified that less than 3% of all SIG interventions utilize the restart model. The fact that IDOE and SBOE selected the restart model for over two-thirds of the schools within its jurisdiction highlights the urgency that both groups bring to the critical job of turning around Indiana's lowest-performing schools. Even the application of a lead partner intervention, certainly not a mild intervention by any means, at the remaining two schools is designed to hold the LEA accountable for improving its priority schools.

Priority schools assigned a lead partner intervention by the SBOE remain under the LEA's jurisdiction. But if the priority school does not demonstrate measured and agreed upon gains and/or if the LEA impedes upon the LP's work, the SBOE has the authority and conviction to modify the intervention as soon as it deems necessary. As a result, the LEA is compelled to work collaboratively and support LPs to both retain LEA authority and ensure the marked improvement of priority schools.

The IDOE believes local communities and leaders are best suited to address education challenges at the local level. Individuals intertwined in the local culture, opportunities and problems are best situated for maximum influence, and systemic change is more sustainable with the support of local leaders and community members. To this end, the IDOE will provide resources where necessary to help local communities get their schools on the right track.

Pursuant to IC 20-31-9-3 and 20-31-9-4 (Public Law 221-1999), the governing body of a school corporation may petition the Indiana State Board of Education (SBOE) to immediately restructure a school where, in the third year after initial placement in the lowest category or designation, the school remains in the lowest category or designation.

The governing body may petition the SBOE by presenting a written plan setting forth the proposed intervention for the school. The petitioner may select one intervention method or a combination of methods, subject to the approval of the SBOE. Interventions are defined by IC 20-31-9-4 and include the following:

(a) Merging the school with a nearby school that is in a higher category of school improvement under IC 20-31-8 and 511 IAC 6.2-6.
(b) Assigning a special management team to operate all or part of the school.
(c) Implementing the department's recommendations for improving the school.
(d) Implementing other options for school improvement expressed at the public hearing, including closing the school.

(e) Revising the school's plan in any of the following areas:
  i. School procedures or operations.
  ii. Professional development.
  iii. Intervention for individual teachers or administrators.

As governed by IC 20-31-9-3, if the SBOE approves the petition, the school will operate under the applicable sections of IC 20-31-9.5 and will remain in the same performance category or designation where the school was placed at the time the SBOE accepted the plan.

  iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under IDOE's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

  Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As a part of their proposals to the IDOE for school improvement interventions in their priority or focus schools, LEAs will be required to complete a "Funding and Intervention Alignment" worksheet (Attachment 19). The purpose of this requirement is to ensure that LEAs are leveraging appropriate available federal and state funds to support and sustain school improvement interventions.

Interventions selected by priority and focus schools will undergo a rigorous review process by the IDOE and its Office of School Improvement and Turnaround. This review process will not be compliance driven but rather rooted in high expectations that proposed interventions will be decided upon based on a theory of action and anchored in relevant quantitative and qualitative data. Moreover, IDOE will require LEAs to clearly describe its implementation plans for proposed interventions in terms of three tiers of rigor (discussed in 2.F).

If the plan is approved, IDOE specialists in the Office of School Improvement and Turnaround will conduct monitoring visits to ascertain the fidelity with which the intervention is truly being implemented. This information will in turn inform subsequent IDOE and SBOE decisions for state intervention. In the short-term, monitoring of intervention selection and implementation will inform how much flexibility LEAs are given to determine their own interventions; in the long-term, it will shape the SBOE's recommendation for state intervention.

Summary
IDOE has thoughtfully and carefully designed its new accountability system to differentiate recognition, accountability, and support. The A-F letter grades – built on top of a robust growth model and a bottom 25% focus that targets the achievement gap – coupled with a state accountability statute (P.L. 221) that provides for an aggressive state support and

intervention mechanism fit together as part of a coherent and comprehensive system that supports continuous school improvement.

When it comes to the state's chronically lowest performing schools, Indiana proposes a tiered intervention system aligned to the latest research and best practices in school turnaround. Working alongside the SEA, successful schools and LEAs are provided greater support, flexibility, and latitude. Conversely, those that persistently struggle will receive interventions of increasing severity, proportional to the level of need at the school.

Moreover, the efficacy of this system is promising within Indiana's new education climate – one that promotes strong school choice and competition. As part of "Putting Students First," parents and families can compare traditional public, public charter, and private school options because all receive letter grades as part the state's broader effort to increase the engagement and involvement of all stakeholders.

Describe statewide strategy to support and monitor LEA implementation of the system of differentiated recognition, accountability, and support. In that description, include the process for holding LEAs accountable for improving school and student performance.

The Indiana Department of Education has developed processes supporting the implementation of the state's system of differentiated recognition, accountability, and support for LEAs. The IDOE's system of continuous improvement is based upon *plan, do, check, and act*. The IDOE has intentionally organized and redefined the agency to provide support and monitor LEA implementation. The organizational structure is instrumental in the SEA and the LEA operating as a critical unit of change by elevating the LEA's capacity, aligning resources, and ensuring just right supports. This infrastructure creates clarity for cross-functional groups, coordinates communication across offices to reduce redundancy, assists offices in understanding the *limitations and possibilities* of federal requirements, and maximizes the use of resources for the academic achievement of all students and school improvements. A system of support was developed to proactively address areas of need for focus and priority schools based upon the evaluation of data.

The graphic below illustrates the infrastructure of how multiple offices work in convergence for a particular LEA.
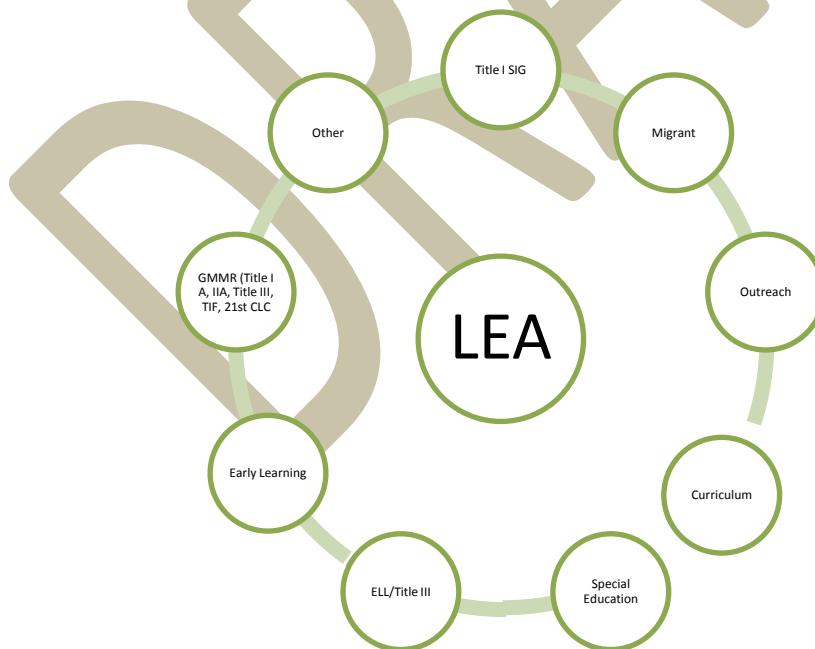
IDOE's efforts to support and monitor LEA implementation of the system of differentiated recognition, accountability, and support is rooted in IDOE's theory of action. The Theory of Action to build SEA, LEA, and school capacity to improve outcomes is the following:

IF:
IDOE sets clear performance expectations, focuses the attention and resources of IDOE and school and district leaders on providing Priority and Focus schools with the capacity, systems and conditions necessary for success in three areas:

•   Ensuring effective turnaround school leadership

•   Delivering instruction that meets the needs of all students and is aligned with state standards

•   Using assessment data to differentiate instruction and provide interventions

and **monitors** progress to hold leaders accountable for both implementing their improvement plans with fidelity and increasing student achievement;

THEN
Student achievement in Priority and Focus schools will increase, and all Priority and Focus schools will exit Priority and Focus status within 5 years.

The statewide system of differentiated recognition, accountability, and support realizes the theory of action through a menu of interventions, supports, monitoring, and a state development network to provide high touch support. Each year builds on subsequent years. For example, an LEA identified as a year 3 would do all required actions in years 1 and 2 and additional actions for year 3. An LEA is always welcome and supported to utilize additional supports. The identification process for an LEA puts a particular focus on the district grade, the years of priority and focus status, risk factors such as subgroup gaps, and the number of priority and focus schools a district may have. This emphasis ensures that all students, no matter if they are in a small district or a large district, are focused on college and career readiness outcomes. The chart below illustrates the required actions and options for LEAs.

LEA/SEA Interventions and System of Supports

Focus and Priority Schools	LEA — Ensuring effective turnaround school leadership			LEA — Delivering instruction that meets the needs of all students			LEA — Using assessment data to differentiate instruction and provide interventions		SEA		
Interventions and Supports	Supt. ensures leadership commitment	LEA Representative at School Monitoring	LEA Improvement Team	Plan to address priority areas: leadership, quality instruction, and data to inform interventions	District Diagnostic and/or Equity Audit	Analyze Possible Redirect of federal funds up to 15% fiscal analysis/SIG grantee	Data Dashboard	Early Warning Data Framework	IDOE Case Manager assigned for additional technical assistance	IDOE representation at LEA Improvement Team	Director of District Improvement
Year 1	X Submit to IDOE	x				x					
Year 2	X	x	x	x Submit to IDOE		x	x				
Year 3	X	x	x Meets Quarterly	x Submit to IDOE	x	x	x Submit Quarterly to IDOE	x	x		
Years 4+	X	x	x Meets Quarterly	x Submit to IDOE	x	x	x Submit Monthly to IDOE	x	X IDOE wrap around team assigned	x	
SDN Network (selected) Transformation Zone (Optional)	X	x	x	x Submit to IDOE	x	x	x	x	x	x	x

Year 1 in the lowest school improvement category

If the LEA has at least one school in Year 1, priority and/or focus status, the following must occur:

- **Analyze Possible Redirect of federal funds up to 15% fiscal analysis/SIG grantee:** The IDOE may require the district to set-aside up to 15% of federal dollars to focus on implementing strategies to improve performance. The IDOE may also require the district to complete a fiscal analysis of all federal, state, and local dollars being used to improve performance and determine if the investments align to the data and particular needs. Based on the analysis, the IDOE may require the LEA to realign resources. The IDOE may also grant schools 1003a and/or 1003g school improvement grants.

- **Superintendent ensures leadership commitment**: The LEA superintendent must ensure leadership and a commitment to assist focus and priority schools through the Ensuring

Leadership Process. This process includes (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the IDOE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. In addition to ensuring leadership for the building administrator, the IDOE is additionally requesting all Superintendents of priority schools submit a district response detailing how he or she is supporting the school's improvement efforts.

- **LEA Representative at School Monitoring.**: A LEA representative must be present and fully participate in all aspects of the priority and focus school monitoring visits with the IDOE Outreach Coordinator.

Years 2 in the lowest category of placement:

If the LEA has at least one school in Year 2 status, all interventions and supports in Year 1 must occur plus the following:

- **LEA Participation on School Improvement Team:** The LEA must have a designated central office staff person participate on the local school's School Improvement Team. The central office designee would serve as the district support person to ensure district resources and services are made available to the most struggling schools. The School Improvement Team must complete a root cause analysis of the school's lack of achievement and/or growth and determine action steps aligned with the power indicators of: leadership, high quality instruction and data analysis and intervention implementation and complete a Power Indicator Plan.

- **Power Indicator Plan:** The plan must include at least the following elements: Ensuring effective turnaround school leadership, delivering instruction that meets the needs of all students and is aligned with state standards, using assessment data to differentiate instruction and provide intervention and increased monitoring.

- **Data Dashboard:** The LEA must utilize a Data Dashboard to analyze data on a regular basis with the priority and focus school administrators and staff and the LEA Improvement Taskforce. The Data Dashboard must at a minimum be aligned to the elements of the Power Indicator Plan.

Year 3 in the lowest category of placement:

If the LEA has one school identified in Year 3 status, all interventions and supports in Years 1 and 2 must occur plus the IDOE will provide additional supports and supports:

- **IDOE Case Manager assigned for additional technical assistance:** The LEA will be assigned an expert from the IDOE Division of School Improvement to provide support, coach, and monitor the improvement interventions. The IDOE Case manager will also serve as the accountability check as he or she works directly with the LEA. DOE case manager will serve on the school improvement team.

- **District Diagnostic and/or equity audit:** The district diagnostic and equity audit is a deeper analysis of the data, subgroups, achievement gaps, opportunity gaps, programs, and must be done at the district and school levels in conjunction with the LEA Improvement Taskforce.

- **Early Warning System:** The development of an early warning system must incorporate a robust data system to ensure that a differentiated system of accountability and support is provided to schools to meet the needs of all students, including students with disabilities and English learners. The early warning system will track data to identify students early on who are at risk of not graduating high school in order for the school to appropriately match a targeted intervention to address the students' needs. The early warning system will focus upon at least the following three areas in order to assess whether a student is on track to graduate:

    - A: Attendance
    - B: Behavior
    - C: Course and Academic Performance

Year 4:
If the LEA has one school identified in Year 4 status, all interventions and supports in Years 1, 2, and 3 must occur plus the IDOE will provide additional supports and supports:
- **IDOE Wrap Around Team Assigned:** The LEAs identified as Year 4 will have priority access to IDOE experts, Director of District Improvement, staff, and supports.

State Development Network (SDN)
The SDN is group of LEAs that will partner with IDOE and one another to support each other collaboratively on school and LEA improvement. The network will consist of regular network meetings, leadership development, access to additional professional development, and increased technical assistance. If the LEA has been selected for the (SDN) status, all interventions and supports in Years 1, 2, and 3 must occur plus the IDOE will provide additional supports. The SDN will be created for 6-8 LEAs with high needs based on size, numbers or percentages of priority and focus schools and/or subgroup gaps. This network will be created by a mutual opt in between the IDOE and districts invited to participate.

- **Director of District Improvement**: The Director of District Improvement will be the support person for the SDN network and provide customized support for the participating LEAs.

- **Transformation Zone (TZ) (optional):** LEAs participating in the SDN may choose to implement a Transformation Zone, a local network of selected schools that an LEA puts additional supports and a particular emphasis to improve. The Transformation Zone is currently recognized as a proactive state intervention model in Indiana. To formalize the Transformation Zone, the LEA would be required to do specific action including: submit a TZ plan for improving student performance within X years; define operating conditions and performance goals; include feeder schools; develop a plan of how the school corp. will support the work or how a managing partner will implement TZ plan.; provide funding sources and a sustainability plan.